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Annual report of the schools.

1886

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EDUCATION OFFICE,

Fredericton, N. B., March 3rd, 1887.

SIR,—

I have the honour to present to His Honor the Lieutenant-Governor, the Annual Report on the Public Schools of the Province, for the year ended December 31st, 1887.

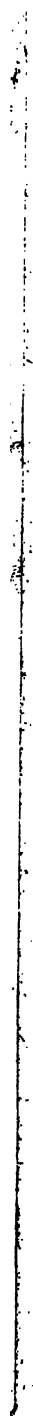
I have the honour to be,

Sir,

Your obedient servant,

WM. CROCKET.

To the Hon. DAVID McLELLAN,
Provincial Secretary.



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PART I.

GENERAL REPORT.



ANNUAL REPORT
OF THE
SCHOOLS OF NEW BRUNSWICK,
1886.

PART I.—GENERAL REPORT.

*To His Honor The Honorable Sir Samuel Leonard Tilley, C. B., K. C. M. G.,
Lieutenant-Governor of the Province of New Brunswick:*

MAY IT PLEASE YOUR HONOR,—

I have the honour to submit the Fifteenth Annual Report of the Free School System of the Province. During the year a gratifying degree of progress has been made in several important respects—increased average attendance, greater conformity to the course of instruction, and a larger attendance of pupils in advance of Standard IV. The number of schools, however, and the total enrolment of pupils were less than during the preceding year, but a comparison in these respects cannot fairly be made as the year previously reported embraced a period of fourteen months. But there are other reasons for this decrease in numbers besides the shorter period. A considerable number of schools in the Acadian districts of Gloucester County as well as a few in like districts in several other counties were closed from the want of fairly suitable persons to teach them. It is true that persons could have been got as formerly to *keep* the school, but the Inspectors having in view the instruction of the children declined to recommend the employment of those whose services they knew would be of no value. In several other counties not containing any Acadian districts there were also a larger number of schools closed than during the preceding year. Inspector Wetmore in referring to this subject in his report says: “This (falling off in some districts) in most instances arises from the depression in business, some districts finding it so hard to collect taxes, that at the annual meeting no supplies were voted and attempts were made to close the schools for a term or two.”

Progress as respects the erection and repair of school-houses and the furnishing of teaching appliances though less marked than in some former years has not been unsatisfactory.”

A Summary View of the Schools for the Year ending June 30th, 1886.

The Statistical Tables of Part II. embrace two terms, viz., the term ended December 31st, 1885, and the term ended June 30th, 1886. Tables IX and X show the disbursements of Provincial Grants and the apportionment of the County Fund to Trustees for the same time.

Part III includes the reports of the Principal of the Normal School for the session ended May 1886, of Inspectors, of Boards of Trustees of cities and incorporated towns, of the President of the University, and of the Superintendents of the Deaf and Dumb Institution at Fredericton and at Halifax, and of the Blind Asylum at Halifax, for the year ended December 31st, 1886.

TABLE I.—NUMBER OF SCHOOLS, TEACHERS, PUPILS, &c.

Second Term, 1885.—The number of Schools was 1,441; the number of Teachers, 1,509; the number of Pupils, 52,753.

First Term, 1886.—The number of Schools was 1,515; the number of Teachers, 1,590; the number of Pupils in attendance, 61,802.

The number of Districts having Schools in operation in the Second Term, that were without Schools in the First Term, was 89; and the number having Schools in the First Term, that were without Schools in the Second Term, was 156.

The total number of different pupils in attendance at the schools within the year was 68,367.

TABLE II.—PROPORTION OF POPULATION AT SCHOOL, AGE AND SEX OF PUPILS, PERCENTAGE OF DAILY AND FULL-TERM ATTENDANCE.

Second Term, 1885.—The proportion of the population of the Province enrolled at the public schools this term, according to the census of 1881, was 1 in 6.09. It will be seen that the attendance exceeded this percentage in the following counties: Carleton, Charlotte, Kent, King's, Northumberland, Restigouche, Westmorland and York. It was highest in Westmorland (5.56); next in York (5.64). It was lowest in Madawaska (7.87), and next Gloucester (7.78).

Three hundred and twelve were under 5 years of age; 49,923 between 5 and 15 years, and 2,518 over 15 years.

There were 26,991 boys and 25,762 girls.

Grand total days' attendance, made by the pupils enrolled, was 2,892,342½.

The average monthly percentage of pupils daily present during the term was 85.24. The following exhibits this percentage during the Summer Term since 1874:—

SUMMER TERM.

1874.....	72.1
1875.....	72.88
1876.....	70.52

1877.....	73.05
1878.....	72.88
1879.....	73.54
1880.....	78.17
1881.....	73.22
1882.....	72.44
1883.....	73.45
1884.....	81.72
1885.....	85.24

The percentage of pupils daily present on an average during the period the several schools were open was 59.23. St. John made the highest percentage (70.81); Restigouche second (60.90), and Queens the lowest (52.98). The following shows the percentage for the Province during the Summer Term since 1873:—

SUMMER TERM.

1873.....	52.23
1874.....	53.56
1875.....	52.95
1876.....	53.34
1877.....	54.93
1878.....	55.08
1879.....	55.81
1880.....	56.13
1881.....	55.85
1882.....	56.25
1883.....	59.66
1884.....	58.47
1885.....	59.23

The attendance of pupils in all the schools in operation for a longer or shorter period of the year was equal to attendance during every prescribed teaching day in the term of 54.63 per cent. This percentage measures both the regularity of attendance and that of the time the schools were open. The highest percentage was made by St. John County (69.13, Restigouche second (55.06), while Queens stood the lowest (46.66). The following are the percentages since 1873:—

SUMMER TERM.

1873.....	45.62
1874.....	47.29
1875.....	47.19
1876.....	48.84
1877.....	49.83
1878.....	51.76

1879.....	53.09
1880.....	52.96
1881.....	52.20
1882.....	52.56
1883.....	55.10
1884.....	54.69
1885.....	54.63

First Term, 1886.—The proportion of the population at School this term was 1 in 5.20 (census of 1881). This percentage was exceeded in Carleton, Charlotte, Kings, Queens, Westmorland and York. It was highest in Carleton (4.13), lowest in Madawaska (6.67).

Of the pupils 383 were under 5 years of age; between 5 and 15 years 56,595, and 4,824 were over 15 years.

There were 32,884 boys and 28,918 girls.

Grand total days' attendance made by the pupils enrolled was 3,966,207.

The average monthly percentage of pupils daily present during the term was for the whole Province 86.55. The following are the percentages for this term since 1874 :—

WINTER TERM.

1874.....	74.49
1875.....	74.84
1876.....	75.56
1877.....	74.27
1878.....	75.53
1879.....	75.28
1880.....	76.12
1881.....	76.12
1882.....	75.92
1883.....	78.03
1884.....	76.34
1885.....	68.46*
1886.....	86.55

The percentages of pupils daily present on an average during the period the several schools were in session, was, for the Province 56.03. The highest percentages were in St. John County 66.53, Charlotte 58.31, and Restigouche 59.44, while the lowest were in Sunbury 49.55, Queens 50.85, and Gloucester 50.99. The following are the percentages for the Province, during the Winter Term, since 1874 :—

*The average monthly percentage for this term appears smaller than during any of the preceding years from the fact that it consisted of eight months instead of six as did the other terms.

WINTER TERM.

1874.....	57.06
1875.....	55.66
1876.....	57.61
1877.....	54.95
1878.....	58.04
1879.....	57.49
1880.....	59.02
1881.....	58.94
1882.....	58.53
1883.....	62.79
1884.....	59.68
1885.....	53.35
1886.....	56.03

The attendance of the pupils enrolled in all the Public Schools of the Province, both full-term or part-term schools, was equal to an attendance during every prescribed teaching day in the term of 51.65 per cent. The County of Saint John stood the highest 65.69, Charlotte second 51.98, and Northumberland third 51.71. The lowest were Madawaska 44.92, Sunbury 46.09, and Victoria 46.37. The following are the percentages for the whole Province during the Winter Terms, since 1874:—

WINTER TERM.

1874.....	48.13
1875.....	48.02
1876.....	49.70
1877.....	49.08
1878.....	52.93
1879.....	53.68
1880.....	55.06
1881.....	54.89
1882.....	53.83
1883.....	58.71
1884.....	56.16
1885.....	47.47
1886.....	51.65

TABLE III.—PUPILS IN THE DIFFERENT BRANCHES OF INSTRUCTION.

The numbers in this table include all pupils within the Eight Standards of the Course of Instruction, whether attending Grammar, Superior or Common Schools.

Second Term, 1885.—The number of pupils who received instruction in the different subjects of the course was as follows:—Oral Lessons on Health—including Temperance Lessons—33,693—increase 2,837; Physical Exercises,

32,241—increase 2,511; Oral Lessons on Morals, 35,385—increase 2,090; Sewing (optional) 2,352—increase 676; Knitting (optional) 1,458—increase 567; Reading, Spelling and Recitation, including the Eight Standards, 49,867; Composition, 44,043; Grammar and Analysis—including only Standards V., VI., VII., VIII. of the Graded Course, and Standards III. and IV. of the Ungraded Course—18,790; History, 15,447; Form, embracing only Standards I. and II., 19,966; Industrial Drawing, embracing the Standards from III. to VIII. inclusive, 22,906; Print-script, embracing the first four Standards, 37,036; Writing, from Standards III. to VIII. inclusive, 27,047; Singing, first three Standards, by Rote, 17,980; from Standards IV. to VIII. inclusive, Singing may be by Rote or by Note—by Rote, 8,503; by Note, 425; Number and Arithmetic—(Number is confined to the first three Standards of the Graded Course, and to the first two of the Ungraded Course)—49,400; Book-keeping (optional), 1,159; Geometry, 1,879; Mensuration, 316; Algebra, 2,138; Geography, 41,007; Useful Knowledge Lessons, embracing instruction in Minerals, Plant Life and Animal Life, 40,549; Color, 23,466; Familiar Objects, 25,640; Physics—Standards V. to VIII. inclusive—4,830; Physiology, 648; Latin (optional), 703; French (optional), 223. Further details will be found in the tables.

First Term, 1886.—The number of pupils who received instruction in the different subjects of the course was as follows:—Oral Lessons on Health—including Temperance Lessons—39,452—increase, 70; Physical Exercises, 38,825—increase 1,346; Oral Lessons on Morals, 42,361—increase 1,202; Sewing (optional), 2,223; Knitting (optional), 1,323; Reading, Spelling and Recitation, including the Eight Standards, 58,895; Composition, 52,265; Grammar and Analysis, including only Standards V., VI., VII., VIII. of the Graded Course, and Standards III. and IV. of the Ungraded Course, 24,016; History, 19,166; Form, embracing only Standards I. and II., 22,243; Industrial Drawing, embracing the Standards from III. to VIII. inclusive, 28,272; Print-script, embracing the first four Standards, 44,938; Writing, from Standards III. to VIII. inclusive, 33,219; Singing, first three Standards by Rote, 20,329; from Standards IV. to VIII. inclusive, Singing may be by Rote or by Note—by Rote, 10,183; by Note, 513; Number and Arithmetic (Number is confined to the first three Standards of the Graded Course and to the first two of the Ungraded Course)—56,684; Book-keeping (optional), 2,496; Geometry, 2,220; Mensuration, 1,024; Algebra, 2,752; Geography, 49,826; Useful Knowledge Lessons, embracing instruction in Minerals, Plant Life and Animal Life, 48,280; Color, 616; Familiar Objects, 29,810; Physics, Standards V. to VIII. inclusive, 6,523; Physiology, 875; Latin (optional), 741; French (optional), 523. Further details will be found in the tables.

TABLE IV.—NUMBER AND CLASS OF TEACHERS AND ASSISTANTS EMPLOYED
IN THE SCHOOLS.

Second Term, 1885.—There were 1,509 teachers and assistants employed during this term. Of these, 413 were men, and 1,096 women. Of the whole

number, 1,368, were trained—increase 70, and 113 untrained—decrease 151. There were 2 male assistants and 24 female assistants.

The number of teachers of each class was as follows:—Grammar School, males 14; First Class, males 121; females 125; Second Class, males 153; females 562; Third Class, males 123; females 385.

First Term, 1886.—During this term there were 1,590 teachers and assistants employed. Of these 438 were men, and 1,152 were women, 1,467 were trained and 87 untrained. There were 7 male assistants and 29 females.

The classes of the teachers were as follows:—Grammar School Class 14; First Class, male 117; female, 125; Second Class, male 174; female 599; Third Class, male 126; female 399.

TABLE V.—PERIOD OF SERVICE OF TEACHERS.

Second Term, 1885.—Of the 1,481 teachers in charge of schools this term, the following facts are reported in respect of 1,459:—924 continued to teach in the same districts in which they taught in the previous term; 348 removed to other districts; and 185 taught for the first time; 676 of the number had been employed not less than three years in teaching; 24 did not report their period of service.

First Term, 1886.—Of the 1,554 teachers in charge of schools this term, 1,543 are reported in respect of service as follows:—993 continued to teach in the same schools as during the previous term; 388 took charge of other schools; and 162 taught for the first time; 11 teachers did not report their period of service. Additional facts in reference to the service of teachers will be found on reference to the Table.

TABLE VI.—TIME IN SESSION OF THE SCHOOLS.

Second Term, 1885.—There were 101 teaching days in this term. 190 schools were in session less than eighty days; 503 eighty but less than one hundred days; 182 one hundred days; and 566 the full term of one hundred and one days. The average number of teaching days the schools were in session throughout the whole Province was 92.52.

First Term, 1886.—The number of teaching days in this term was 126; 141 schools were in session less than eighty of these days; 66 eighty but less than one hundred days; 685 one hundred days or upwards, but not full time; and 627 the full term of one hundred and twenty-six days. The average number of teaching days the schools in the Province were open this term was 115.7.

The maximum number of lawful teaching days for the year was 227. The average time the schools were open, exclusive of holidays, vacations, and Sundays was 208.22.

TABLE VII.—SCHOOL EXAMINATIONS, VISITS, PRIZES.

Second Term, 1885.—The number of schools reporting semi-annual public examinations was 1,068; the number not reporting examinations 373.

The number of school visits reported was, by trustees and secretaries 4,691; by inspectors 767; by members of Parliament 43; by clergymen 326; by teachers 1,172; by other visitors 10,961.

The number of school prizes reported was 209, valued at \$127.82.

First Term, 1886.—Public examinations were reported by 1,155 schools; 360 schools did not report any examination.

The visitations for the term were as follows:—By trustees and secretaries 5,413; by inspectors 1,053; by members of Parliament 71; by clergymen 1,040; by teachers 1,429; by other visitors 16,425.

Three hundred and sixty-two School Prizes were reported, valued at \$340.64.

TABLE VIII.—AVERAGE SALARIES OF TEACHERS.

The *average* rate of Teachers' Salaries *per annum*, from all sources, compiled from the returns of the First Term of 1886, which give the local salary for the year, was as given below.

Male Teachers of the First Class *average* \$523.72. This does not include the Principals of the Grammar Schools (see Table XII.) The lowest *averages* were in Sunbury and Queens, and the highest in St. John and Restigouche.

Female Teachers of the First Class *average* \$334.58. The lowest *averages* were in Kent and Albert, and the highest in St. John and Westmorland.

Male Teachers of the Second Class *average* \$313.74. The lowest *averages* were in Queens and Victoria, and the highest in St. John and Northumberland.

Female Teachers of the Second Class *average* \$227.06. The lowest *averages* were in Sunbury and Kent and the highest in St. John and Charlotte.

Male Teachers of the Third Class *average* \$231.08. The lowest *averages* were in Kings and Kent and the highest in Charlotte and St. John.

Female Teachers of the Third Class *average* \$186.87. The lowest *averages* were in Madawaska and Sunbury and the highest in St. John and Charlotte.

The following table shows the average salaries for the Province since 1882—the salaries for the years 1880 and 1881 were not reported:—

	Class I. M.	Class II. M.	Class III. M.	Class I. F.	Class II. F.	Class III. F.
1882	\$508 00	\$315 00	\$235 00	\$338 73	\$230 27	\$185 71
1883	519 00	322 11	238 10	339 50	239 28	195 90
1884	532 13	334 25	248 13	339 96	262 85	198 35
1885	511 80	313 97	226 32	333 43	236 18	182 58
1886	523 72	313 74	231 08	334 58	227 06	186 87

The salaries as given for the first three years in the foregoing table exhibit the average salaries under the ranking system, but as these were calculated, as was stated in the Annual Report for 1884, on the basis of full time and first rank for all teachers, they were evidently in excess of the amount of salary

actually received. The salaries as set down for the years 1885 and 1886 approximate pretty closely to the actual salary. The table also shows that during the past year there has been an increase in the salaries of teachers of Classes I and III and a slight decrease in the case of the teachers of Class II. Sunbury and Queens are the only counties in which a first-class teacher receives less than \$400 a year. The average salary of Grammar School Teachers for the year was \$782.50, the lowest being in Queens and Sunbury.

The total amount of salaries, including local and provincial, paid to teachers during the year was as follows:—

Teachers of Common Schools.....	\$335,094 41
Teachers of Grammar Schools.....	9,968 98
	<hr/> \$345,063 39

Thus making the rate per pupil the very moderate sum of \$5.04 per annum. The rate per pupil for the same service in Ontario is \$7.97 and in Nova Scotia \$5.67. A small increase in the rates of N. B. would not, I think, press unduly upon the ratepayers.

TABLE IX.—DISBURSEMENTS OF PROVINCIAL GRANTS TO TEACHERS.

Second Term, 1885.—The payments of provincial grants to teachers employed during this term amounted to \$64,883.55. This sum includes ordinary grants \$57,482.75; grants to Superior Schools \$5,209.42; and to Grammar Schools \$2,191.38.

The amount given above as ordinary grants includes the special grants to teachers in poor districts, viz., \$3,437.73.

First Term, 1886.—The payments of provincial grants to teachers employed during this term amounted to \$67,610.10. This sum includes ordinary grants \$59,648.60; grants to Superior Schools \$5,736.40; and to Grammar Schools \$2,225.10.

The amount given above as ordinary grants includes the special grants to teachers in poor districts, viz., \$3,614.04.

For the Year.—Total of provincial grants \$132,493.65. Total amount of special aid \$7,051.77.

TABLE X.—APPORTIONMENT OF THE COUNTY FUND TO SCHOOL TRUSTEES.

For the apportionment of this fund the law provides as follows:—"There shall be allowed to the trustees of each district, in respect of each qualified teacher, exclusive of assistants by them employed, the sum of thirty dollars per year, and the balance of such amount shall be apportioned to the trustees according to the average number of pupils in attendance at each school as compared with the whole average of pupils attending the schools of the county and the length of time in operation." The law further provides that "the fixed sum to be paid out of the County School Fund in respect of each teacher, to schools returned as poor schools, shall be forty dollars," and that an amount not exceeding one-third more per pupil than the allowance to other districts

sharing such funds may be allowed, by the Chief Superintendent, in respect of attendance made by pupils.

Second Term, 1885.—The amount of the County Fund apportioned this term to Boards of Trustees was \$47,281.37.

\$21,126.72 of the fund were apportioned to the Boards of Trustees in respect of the services of teachers (according to the length of these services within the prescribed term.)

The balance of the Fund, \$26,154.65, was apportioned to the several Boards of Trustees in each County in proportion to the average attendance of pupils and the length of time the schools were open.

Of the fund \$2,650.39 were apportioned as extra aid to Boards of Trustees in poor districts.

First Term, 1886.—The amount of the County Fund apportioned this term to Boards of Trustees was \$47,225.75.

\$21,945.93 of the fund were apportioned to the Boards of Trustees in respect of the services of teachers (according to the length of these services within the prescribed terms.)

The balance of the fund, \$25,279.82, was apportioned to the several boards of trustees in each county in proportion to the average attendance of pupils and the length of time the schools were open.

Of the fund \$2,670.13 were apportioned as extra aid to Boards of Trustees in poor districts.

Other details will be found in the tables.

Each Board of Trustees may readily determine its share of the County Fund, since the table shows the rate per pupil. This rate multiplied by the average number of pupils attending the school will give the amount apportioned on account of pupils. If the school has been open full time there should be an additional amount of \$15 per term for services of teacher, and in "poor districts" \$20. For each teaching day the school has been closed during the term, there will be deducted from that amount the proportion which the number of teaching days lost bears to the full term.

TABLE XI.—SUPERIOR SCHOOLS.

Table XI, gives the details as to the disbursements of the amount given in Table IX.—\$1,094.82.

During the term ended December 31st, 1885, there were 43 Superior Schools in operation, and during the following term, 47—two less than the number allowed by law on the basis of population. As will be seen from the reports of the Inspectors these schools are in an efficient condition, and fairly accomplishing the object for which they were established—to provide the first steps of secondary education. Some of them, such as the schools at St. Stephen and at Newcastle, which have a regularly graded system, and which possess facilities for an extended course of instruction, are doing the work of secondary schools.

The Superior School at Moncton has lately been placed on a better footing, and will henceforth be enabled to confer upon a large number of its pupils the advantages arising from a properly graded course.

The Superior School in the City of Portland is, according to the glowing report of the Superintendent, doing excellent work within the limits assigned to it by the Board of Trustees. The proximity of this school to the Grammar School of St. John, which is free to all pupils within the county who are qualified to enter, renders a complete course of secondary education for Portland less necessary than elsewhere, and has probably influenced the Board in their action.

The districts to which authority was granted during the year to establish Superior Schools seem to possess ample facilities for ensuring work of a very satisfactory character. At Port Elgin, where a commodious and substantial School-house has been erected, and at Moore's Mills, which possesses a most suitable building with all necessary equipments, Superior Schools are now in successful operation.

TABLE XII.—GRAMMAR SCHOOLS.

Table XII gives the details of the Provincial disbursements of \$4,416.48 to Grammar Schools; shows also the local salaries given by trustees, and the number of pupils at each school in advance of Standard VIII. From an examination of the table as respects the number of advanced pupils it will be seen that outside the cities of St. John and Fredericton no school provides a complete course of secondary instruction. These schools have a well organized teaching staff and are in other respects prepared to hold out inducements to pupils to take an advanced course. I have no doubt that if two or three other schools similarly equipped were established throughout the Province in eligible and populous centres it would greatly tend to stimulate secondary education and elevate at the same time the entire school service. I believe that if the Legislature had seen its way to make some such provision as I proposed in the annual report for 1883, the state of our secondary education would to-day be much more satisfactory. With respect to our primary education it is admitted by all who are conversant with school systems that we compare favorably with our neighbours, but in the matter of secondary education we are behind and will I fear continue to be so under the provision at present made for it. In this connection I beg to invite attention to that part of Inspector Oakes' report which relates to Grammar Schools.

TABLE XIII.—THE PROVINCIAL NORMAL SCHOOL.

The annual session commenced on the first Wednesday in August 1885 and closed on the last Friday in May 1886. The session consisted of two terms—the first term ending at Christmas. During the first term 182 student-teachers were in attendance, 17 of whom belonged to the French department. During the second term there were in attendance 205, of whom 11 belonged to

the French department. Further details will be found in the table and in the report of the Principal.

The Principal and Faculty of Instructors have been diligent and faithful in the discharge of their duties and I am happy to be able to bear testimony to the satisfactory character of the work and the judicious management of the Institution.

Owing to the scarcity of teachers for some years previous to 1884 and the necessity of employing in consequence untrained persons to take charge of schools, the Board of Education, as was stated in the last Annual Report, deemed it advisable to grant to the student-teachers the option of being examined for license of Class III or II, after one term's attendance, if the Faculty of Instructors deemed them sufficiently qualified to be presented. Nearly all the students elected to be examined and the supply of teachers has now become in excess of the demand, with the prospect of a permanently sufficient supply even with a smaller attendance at the Normal School.

The object which the Board had in view having thus been accomplished, the option named above has been withdrawn and a full session's attendance made imperative. After the close of the current term in May next, the annual session will begin on the first teaching day in September, and continue till the Friday preceding the second Tuesday in June. Holders of Provincial licenses, and graduates in Arts may take the full session or enter on the first teaching day in January.

In consequence of the scarcity of Acadian teachers the Board has deemed it necessary to continue the two terms for the French Department. The first term will open on the first Monday in August and close at Christmas, and the second on the first teaching day in January and close on the last Friday in May. It is to be hoped that due advantage will be taken of the privileges thus extended to Acadian districts, and that the granting of local licenses for such districts will very soon be unnecessary. If the Acadian schools are to be elevated they must have better qualified teachers than many of them have heretofore had.

In view of the changes specified above the following course of instruction is proposed for the Normal School after the close of the current term :—

TEACHING AND SCHOOL MANAGEMENT.

JUNIOR DIVISION.—THEORY.

Education.—The nature of the teacher's work and the qualifications required for its accomplishment, *development* of the moral, intellectual and physical natures.

Method.—Natural basis of method, application of natural principles to elementary instruction.

Discipline.—Its basis in the character of the teacher, the culture of the emotions and in the strengthening of the will.

Habit.—Attention and obedience, how secured; theory of rewards and

Organization.—Its bearing on education, school premises, classification, construction of time table and working programmes, general principles of class management, school system of New Brunswick. (Observation of methods and management in model departments; written exercises on topics included above.)

PRACTICE.

Special practice in Normal Department; regular practice in Model Department; observation and criticism on practice of fellow students; practical management of classes in Graded and Ungraded Schools.

The academic instruction given in the Normal School is designed to review and extend the scholarship of student-teachers, and to illustrate and emphasize methods of teaching.

LANGUAGE.

Grammar and Analysis.—Review of the principal topics of prescribed text, exercises in analysis and parsing.

Composition.—Correct use of words, letter writing and paraphrasing, synthesis of sentences, principles of construction.

English Literature.—Critical examination of specimens in readers with exercises thereon.

READING AND VOCAL CULTURE.

Reading and Recitation.—Regular practice, instruction in general physical culture, production of tone, articulation, elementary sounds, emphasis, inflection, dictation exercises, attention given to spelling in all written work.

MATHEMATICS.

Geometry.—Geometrical conceptions and definitions Euclid (Hamblin Smith's) Books I and II.

Algebra.—Algebraic notation, simple rules, application of formulas, Factoring, simple equations.

Mathematical Geography.—Form and size of the earth, cardinal points; greater and lesser circles latitude and longitude problems on the globe, phenomena and causes of day and night and of the seasons.

Arithmetic.—Mental review of elementary text, vulgar and decimal fractions, ratio and proportion, commercial arithmetic, applications of the unitary method, the metric system.

Book-keeping.—Principles and practice of single entry, mercantile forms.

GEOGRAPHY.

General geography of one continent, particular geography of one or more countries, outline maps.

HISTORY.

Canadian.—General outlines, one or more periods in detail, Constitution of the Dominion, lessons on civil government.

British.—General outlines, one or more periods in detail, Constitution of Great Britain.

NATURAL HISTORY AND NATURAL SCIENCE.

Physical geography, chemistry of common things, elementary physics, first principles of agriculture, principal forest trees of New Brunswick; outline classification of animals; principal economic minerals of New Brunswick; lessons on physiology and hygiene, with special reference to the effects of alcoholic and narcotic stimulants on the human system.

INDUSTRIAL DRAWING.

Free-hand drawing of simple forms, elementary geometrical drawing, exercises in model and object drawing, drawing from a scale.

WRITING.

Blackboard printing, and exercises in writing.

DOMESTIC ECONOMY.

Plain sewing, knitting and darning, household management.

MUSIC.

Rote singing, rules of singing deduced from practice, elementary theory, management of classes.

SENIOR DIVISION.

THEORY.

General review of the work of the Junior Course.

Elementary Psychology in its relation, (1st.) to method as a means of securing the development of the mental faculties; (2nd.) to the building up of character through the culture of the emotional nature and the power of will; general principles of physical training; general management of schools and direction of assistants.

History of Education.—Outline of educational progress down to the present century, with critical examination of the principles and practice of prominent educational reformers; history of educational progress in New Brunswick; essays on professional subjects; observation in Model Department.

PRACTICE.

Special practice in Normal Department; teaching and criticism on practice of fellow students in Model Department; management of Graded and Ungraded Schools in Model Department.

LANGUAGE.

Grammar and Analysis.—Continuation of junior course.

Composition.—Analysis of style, figures of speech and construction, versification, prose essays.

English Literature.—Historic sketch of the English language, critical examinations of specimens in Reader No. VI. one classic and its author.

Latin.—Instruction given (if required) to students of this division who have mastered the first Latin book.

READING AND VOCAL CULTURE.

Regular practice in reading and recitation, physical and vocal culture, modes of remedying defective speech, principles of expression in reading.

MATHEMATICS.

Geometry.—Euclid (Hamblin Smith's) books III, IV and VI as far as practicable.

Algebra.—Todhunter's smaller text beginning with simultaneous equations of the first degree.

Natural Philosophy.—Dynamics and statics.

Mathematical Geography.—Systems of circles, use of globes.

Arithmetic.—Mental, review of elementary arithmetic, discount, equation of payments, partnership, profit and loss, exchange, square and cube roots with application, the metric system.

Book-keeping.—Principles of double entry with practical exercises, mercantile forms.

GEOGRAPHY.

Review of general geography, particular geography of British Colonies, topographical and commercial, outline maps.

HISTORY.

Outlines of World's History, review of Canadian History.

NATURAL HISTORY AND NATURAL SCIENCE.

Elementary Chemistry and Physics continued; Physical Geography continued; First Principles of Agriculture, Characteristics and Classification of Minerals, Plants and Animals; Physiology and Hygiene continued.

INDUSTRIAL DRAWING.

Freehand and Geometrical Drawing continued; Elementary projection.

DOMESTIC ECONOMY.

Review and Continuation of the Junior Course.

MUSIC.

Rote Singing, Theory, Sight Reading, Analysis.

French Department.

Teaching and School Management as specified in the Junior Course; the instruction to be given by the Principal.

LANGUAGE.

Grammar and Analysis.—The sentence and its elements, classification of words, inflection, syntax, complex and compound sentences, practical exercises in parsing and analysis at each lesson, if possible.

Composition.—Formal answers to questions (oral and written) on lessons in readers, and complete stories formed of such answers, correct use of words, paraphrasing prescribed passages, letter writing.

English Literature.—Examination of specimens in Reader IV.

READING.

Reading and Recitation.—Special attention to articulation, pronunciation, emphasis and modulation.

SPELLING AND DICTATION EXERCISES.

Arithmetic.—Mental, the prescribed elementary text-book.

GEOGRAPHY.

Topographical Geography.—General geography of North America and Europe. Particular geography of New Brunswick, with outline maps. Elements of mathematical and physical geography.

HISTORY.

Outlines of British and Canadian, with special reference to one or more periods in each.

INDUSTRIAL DRAWING.

First and second series of cards; geometrical drawing.

NATURAL HISTORY AND NATURAL SCIENCE.

Principal forest trees of New Brunswick and their uses; principal minerals of New Brunswick, their localities and uses. Useful knowledge as contained in Readers to No. IV. Oral lessons on conditions of health.

FRENCH.

Reading, grammar, translation, composition.

TABLE XIV.—EXAMINATION OF TEACHERS.

These examinations are conducted by the Chief Superintendent in conformity with published regulations of the Board of Education. The papers were estimated the past year by W. Brydone Jack, D. C. L.; Thomas Harrison, LL.D.; L. W. Bailey, Ph. D.; Prof. H. S. Bridges, A. M.; George W. Mersereau, A. B., and James Vroom. The papers submitted to candidates for the several classes of license at the June examination are appended to this report. The following is a summary of the examination:—

The number admitted to examination was 479, 420 of whom received license of some class.

Three hundred and ninety-five of the candidates were admitted to examination as being classified Student-teachers of the Provincial Normal School; 76 were teachers seeking an advanced class (or Provincial license); 8 were *graduates in Arts*.

Of the 420 Teachers who received Provincial licenses 4 obtained the Grammar School class, 19 males the first class, 39 males the second class, 41 males the third class, 29 females the first class, 137 females the second class, 151 females the third class.

Examinations were held at Fredericton, St. John and Chatham.

The Board of Education, under date Nov. 2nd, 1886, superseded the provisions of Reg. 3, 1 (8) by the following order:—

Graduates in Arts of a Chartered College or University shall, after December 1886, be required to undergo examination in the Syllabus prescribed for the class of license for which they severally apply, and shall, unless they have received professional classification at the Normal School, or produce a certificate from the Inspector that they have taught and conducted a school in an efficient and satisfactory manner for a period of at least two years, be required, in addition to their written examination, to give practical illustrations of their knowledge of Method before the Principal of the Normal School and one of the Professors of the University, who shall make to the Chief-Superintendent a joint or several report of the estimate formed by them of the same.

TABLES XV, XVI, XVII AND XVIII.

Details will be found in these tables respecting school libraries procured during the year, and the travelling allowance paid to student-teachers attending the Provincial Normal School; together with a statement of the Chief Superintendent's drafts to teachers and Boards of Trustees and a summary of Provincial expenditure for school service to December 31st, 1886.

Number of Schools, Teachers, Assistants, and Pupils, for the First Term ended 30th June, 1886.

ALBERT COUNTY.—The number of schools was 60; teachers and assistants, 61; pupils, 2,245; number of pupils at school during the year, 2,568.

CARLETON COUNTY.—The number of schools was 139; teachers and assistants, 145; pupils, 5,656; number of pupils at school during the year, 6,053.

CHARLOTTE COUNTY.—The number of schools was 133; teachers and assistants, 140; pupils, 5,335; number of pupils at school during the year, 5,696.

GLOUCESTER COUNTY.—The number of schools was 72; teachers and assistants, 73; pupils, 3,383; number of pupils at school during the year, 3,723.

KENT COUNTY.—The number of schools was 101; teachers and assistants, 102; pupils, 4,053; number of pupils at school during the year, 4,864.

KINGS COUNTY.—The number of schools was 161; teachers and assistants, 169; pupils, 5,026; number of pupils at school during the year, 6,201.

MADAWASKA COUNTY.—The number of schools was 34; teachers, 34; pupils, 1,300; number of pupils at school during the year, 1,481.

NORTHUMBERLAND COUNTY.—The number of schools was 113; teachers and assistants, 118; pupils, 4,832; number of pupils at school during the year, 5,299.

QUEENS COUNTY.—The number of schools was 91; teachers and assistants, 91; pupils, 2,946; number of pupils at school during the year, 3,266.

RESTIGOUCHE COUNTY.—The number of Schools was, 29 ; Teachers and Assistants 31 ; Pupils 1,233 ; number of Pupils at School during the year 1,495.

SAINT JOHN COUNTY.—The number of Schools was 178 ; Teachers and Assistants 194 ; Pupils 8,630 ; number of Pupils at School during the year 9,439.

SUNBURY COUNTY.—The number of Schools was 41 ; Teachers and Assistants 42 ; pupils 1,239 ; number of Pupils at School during the year 1,391.

VICTORIA COUNTY.—The number of Schools was 37 ; Teachers and Assistants 38 ; Pupils 1,171 ; number of Pupils at School during the year 1,374.

WESTMORLAND COUNTY.—The number of Schools was 159 ; Teachers and Assistants 171 ; Pupils 7,665 ; number of Pupils at School during the year 8,521.

YORK COUNTY.—The number of Schools was 167 ; Teachers and Assistants 181 ; Pupils 6,488 ; number of Pupils at School during the year 6,996.

NEW BRUNSWICK.—The number of Public Schools was 1,515 ; Teachers and Assistants 1,590 ; Pupils 61,802 ; number of Pupils at school during the year 68,367.

The proportion of the population of the Province (Census of 1881) attending the Public Schools during the Term ended June 30th, 1886, was 1 in 520.

Attendance of Pupils from 1868 to June, 1886.

		WINTER.		SUMMER.		DURING YEAR.
1868	.....	28,226	.....	31,988	.....	Not reported.
1869	.....	30,432	.....	33,327	.....	"
1870	.....	31,487	.....	34,336	.....	"
1871	.....	32,673	.....	33,981	.....	"
1872	.....	28,756	.....	39,837	.....	"
1873	.....	40,405	.....	42,611	.....	"
1874	.....	44,781	.....	45,561	.....	"
1875	.....	46,039	.....	48,340	.....	62,340
1876	.....	47,870	.....	52,020	.....	64,689
1877	.....	51,588	.....	54,472	.....	67,803
1878	.....	52,763	.....	55,378	.....	68,780
1879	.....	53,743	.....	56,693	.....	71,764
1880	.....	50,308	.....	52,742	.....	65,598
1881	.....	49,550	.....	51,901	.....	65,631
1882	.....	48,805	.....	52,657	.....	63,793
1883	.....	50,662	.....	54,691	.....	66,775
1884	.....	53,509	.....	57,087	.....	68,928
		FIRST TERM.		SECOND TERM.		
1885	.....	63,001	.....	52,753	.....	72,967
1886	.....	61,802	.....	.....	.....	68,367

School-House Grants to Poor Districts.

During the year closed Dec. 31st, 1886, the sum of \$1,387.00 was paid to the Boards of Trustees of Poor Districts in aid of School Houses as follows:—

ALBERT COUNTY.

Parish of Elgin, No. 18, \$30.....	\$30 00	
Harvey, No. 10, \$15; No. 15, Mt. Gideon, \$15.....	30 00	
		\$60 00

CARLETON COUNTY.

Parish of Aberdeen, No. 7, \$30.....	\$30 00	
		\$30 00

CHARLOTTE COUNTY.

Parish of St. George, No. 9, \$60.....	\$60 00	
Pennfield, No. 1, \$30.....	30 00	
St. David's, No. 6, \$30 (war. 1308).....	30 00	
		\$120 00

GLOUCESTER COUNTY.

Parish of New Bandon, No. 1, \$40.....	\$40 00	
Bathurst, No. 8, \$20.....	20 00	
		\$60 00

KENT COUNTY.

Parish of Carleton, No. 8, \$8.....	\$8 00	
Kingston, No. 9, \$25.....	25 00	
Dundas, No. 5½, \$7; No. 14, \$15; No. 11½, \$10.....	32 00	
St. Mary's, No. 3, \$8; No. 7, \$11; No. 16, \$8.....	27 00	
		\$92 00

KINGS COUNTY.

Parish of Golden Grove and Simonds, No. 19, \$60.....	\$60 00	
Waterford, No. 9, \$25.....	25 00	
Rothsay, No. 4, \$25.....	25 00	
Hammond, No. 2, \$25.....	25 00	
Westfield, No. 10, \$25; No. 12, \$25.....	50 00	
Kingston, No. 9, \$25.....	25 00	
		\$180 00

NORTHUMBERLAND COUNTY.

Parish of Glenelg, No. 4, \$25.....	\$25 00	
Alnwick, No. 4, \$25; No. 14, \$25.....	50 00	
		\$75 00

QUEENS COUNTY.

Parish of Wickham and Johnston, No. 11.....	\$40 00	
Waterborough, No. 7, \$25.....	25 00	
		\$65 00

COUNTY OF ST. JOHN.

Parish of Musquash, No. 8, \$70.....	\$70 00	
Golden Grove, Simonds and Rothsay, \$60.....	60 00	
Willow Grove and Simonds, \$70.....	70 00	
		\$200 00

SUNBURY COUNTY.		
Parish of Burton, No. 10, \$30.....	\$30 00	
		\$30 00
VICTORIA COUNTY.		
Parish of Perth, No. 6, \$50 ; No. 13, \$50.....	\$100 00	
		\$100 00
WESTMORLAND COUNTY.		
Parish of Salisbury, No. 21, \$30	\$30 00	
Moncton, No. 21, \$20.....	20 00	
Sackville, No. 3, \$25 ; No. 18, \$25.....	50 00	
		\$100 00
YORK COUNTY.		
Parishes of Bright and Southampton, No. 11, \$50.....	\$50 00	
Bright, No. 7, \$35.....	35 00	
Canterbury, No. 10½, \$50.....	50 00	
Manners-Sutton, No. 11, \$40.....	40 00	
Douglas, No. 11, \$30.....	30 00	
Southampton, Alma, No. 8, \$30.....	30 00	
Chessey, No. 12, Kingsclear, draft still held for approval	40 00	
		\$275 00
		<u>\$1,387 00</u>

Aid to Poor Districts.

The following provision is made in aid of poor districts:—

Each Inspector shall, as directed by the Board of Education, determine and report to the Chief Superintendent what school districts under his supervision may be entitled during the ensuing year to special aid as poor districts, and the chief superintendent may allow to the schools in such districts such amount, not exceeding one-third more on the classification of the teachers of schools, from the Provincial Treasury, and one-third more per pupil from the County School Fund, than the allowance to other school districts sharing such funds, as in his discretion may seem proper, taking into consideration the position and circumstances of such district. The fixed sum to be paid out of the County School Fund in respect of each teacher, to schools returned as poor schools, shall be forty dollars.

The following districts will, in accordance with the foregoing provision be recognized as poor districts for the year ending December 31st, 1887:

ALBERT COUNTY.	
Parish of Alma—Nos. 1, 3, 4, 6, 7, 8, 9.....	7
Coverdale—Nos. 6, 9, 12, 15.....	4
Elgin—Nos. 1, 4, 5, 7, 16, 17, 18.....	7
Harvey—Nos. 6, 7, 8, 9, 10, 11, (and Hopewell) 13.....	7
Hopewell—Nos. 4, 9.....	2
Hillsboro—Nos. 8, 9, 11, 13, 15.....	5

CARLETON COUNTY.

Parish of Aberdeen—Nos. 8, 9, 10, 11, 13.....	5
Brighton—Nos. 6, 8, 11, 15, 16, 17, 18, 19.....	8
Kent—Nos. 5, 7, 8, 9, 11, 12, 13, 14, 17, 19.....	10
Northampton—Nos. 6, 8.....	2
Richmond—Nos. 11 A, 17.....	2
Peel—Nos. 5, and (Egypt, Peel, and Kent).....	2
Wilmot—Nos. 14, 15, 17.....	3
Wicklow—Nos. 3, 4, 8.....	3
Woodstock—No. 11.....	1
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CHARLOTTE COUNTY.

Parish of Clarendon—No. 2.....	1
Dumbarton—Nos. 1, 3, 4, 5.....	4
Grand Manan—Nos. 1, 2, 7, 8, 9.....	5
Lepreaux—Nos. 1, 4, 5.....	3
St. David—Nos. 4½ (and St. James) 7.....	2
St. George—Nos. 3, 7, 8, 8½, 9, 10, 11, 12.....	8
St. James—Nos. 4, 5, 7½ (and St. Stephen) 8, 11, 12, 13, 17, 19.....	9
St. Patrick—Nos. 3, 4, 9, 10.....	4
St. Stephen—Nos. 4½, 6.....	2
West Isles—Nos. 1, 6½, 8.....	3
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GLOUCESTER COUNTY.

Parish of Bathurst—Nos. 3, 4, 6, 7, 8, 10, 11, 17.....	8
Beresford—Nos. 7, 7½, 8, 8½, 9, 11, 12, 13, 13½, 14.....	10
Caraquet—Nos. 2½, 3, 6, 9, 9½.....	5
Inkerman—Nos. 1, 1½, 4, 5, 8, 10.....	6
New Bandon—Nos. 1, 2, 3, 4½, 5, 7, 10.....	7
Isidore—Nos. 7, 7½.....	2
Saumarez—No. 4.....	1
Shippegan—Nos. 1½, 2, 3½, 4, 4½, 6½, 7, 8, 8½, 9, 9½, 10, 10½.....	13
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KENT COUNTY.

Parish of Acadiaville—Nos. 1, 2, 3, 5.....	4
Carleton—Nos. 2, 6, 8.....	3
Dundas—Nos. 5, 5½, 10, 14.....	4
Harcourt—Nos. 2, 6, 7.....	3
Richibucto—Nos. 3, 9 A, 9, 11.....	4
St. Louis—Nos. 1, 5, 9, 10, 11.....	5
St. Mary's—Nos. 4, 6, 7, 8, 9, 11, 16, 17.....	8
Weldford—Nos. 4, 7, 11, 13, 18, 20, 21, 22, 23.....	9
Wellington—Nos. 7½, 12.....	2
	—42

KINGS COUNTY.

Parish of Cardwell—Nos. 2, 4, 5, 10.....	4
Hammond—Nos. 1, 2, 5, 7.....	4
Havelock—Nos. 6, 11.....	2
Kars—No. 4, 6.....	2
Kingston—Nos. 8, 9, 14, 15.....	4
Norton—Nos. 10, 11.....	2
Rothesay—No. 1.....	1
Springfield—Nos. 4, 13, 14, 17.....	4
Studholm—Nos. 1, 2, 5, 6, 26.....	5
Sussex—Nos. 8, 12, 14, 15, 16.....	5
Upham—Nos. 2, 25 (and St. Martins).....	2
Waterford—Nos. 1, 3, 4, 5, 6, 7, 9.....	7
Westfield—Nos. 1, 4, 5, 8, 9, 10, 12.....	7
	—49

MADAWASKA COUNTY.

Parish of St. Ann—Nos. 5, 6, 7.....	3
St. Basil—Nos. 5, 6, 8, 9.....	4
St. Francis—Nos. 1, 5, 6, 7, 8, 9, 10, 11, 12.....	9
St. Hilaire—Nos. 5, 6, 7, 8.....	4
St. Leonard—Nos. 1, 7, 8, 9, 10, 11, 12, 15, 16.....	9
St. Jacques—Nos. 1, 2, 3, 4, 5.....	5
Madawaska—Nos. 2, 3, 4, 5.....	4
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NORTHUMBERLAND COUNTY.

Parish of Alnwick—Nos. 1, 9, 11, 12, 14.....	5
Blackville—Nos. 8, 8½, 9, 10.....	4
Blissfield—Nos. 1, 1½, 2, 2½, 3.....	5
Glenelg—Nos. 2, 3, 5, 6, 8, 8½, 9, 10.....	8
Hardwick—Nos. 3, 5½, 6.....	3
Ludlow—Nos. 1, 1½, 2, 4, 5.....	5
Nelson—Nos. 6, 6½.....	2
Newcastle—Nos. 2½, 4.....	2
Northesk—Nos. 1, 3, 11½.....	3
Rogersville—Nos. 1, 10½, 11, 12, 13, 14, 15.....	7
Southesk—Nos. 7, 7½, 8.....	3
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QUEENS COUNTY.

Parish of Brunswick—Nos. 3, 4, 5, 6, 7.....	5
Cambridge—No. 7.....	1
Canning—Nos. 3, 4.....	2
Chipman—Nos. 2, 3, 7, 8, 9, 10, 12, 13, 14, 15.....	10
Gagetown—No. 1.....	1
Hampstead—Nos. 3, 10.....	2
Johnston—Nos. 6, 7, 8, 11, 12, 13, 15, 17.....	8
Petersville—Nos. 2, 13, 16, 18, 19.....	5
Waterboro—Nos. 2, 3, 5, 8, 9.....	5
Wickham—Nos. 8, 10, 11.....	3

RESTIGOUCHE COUNTY.

Parish of Addington—Nos. 3, 6, 7, 8, 9.....	5
Colborne—No. 4.....	1
Dalhousie—Nos. 1½ (and Colborne) 5, 9, 12.....	4
Durham—Nos. 5, 9, 10.....	3
	—13

ST. JOHN COUNTY.

Parish of St. John—Partridge Island.....	1
Lancaster—Nos. 4, 12.....	2
Musquash—Nos. 5, 7, 8, 9, 10, 17.....	6
St. Martins—Nos. 1, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15, 30.....	13
Simonds—Nos. 3, 6, 11, 15, 17, 20, (Bdr. D.) 21, 22.....	8
	—30

SUNBURY COUNTY.

Parish of Blissville—Nos. 1, 5, 6, 7.....	4
Burton—Nos. 6, 7, 8, 9, 10, 11, 12, 13, 14.....	9
Gladstone—Nos. 2, 3, 6, 7, 8, 18 (and St. George).....	6
Lincoln—No. 6.....	1
Maugerville—No. 4.....	1
Northfield—Nos. 1, 2, 3, 5, 6, 7, 8.....	7
Sheffield—Nos. 3, 6, 7.....	3
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VICTORIA COUNTY.

Parish of Andover—Nos. 6, 7, 8.....	3
Drummond—Nos. 1, 2, 3, 4, 5, 6, 8, 9, 11.....	9
Gordon—Nos. 3, 4, 6, 7.....	4
Grand Falls—Nos. 3, 4, 5, 6, 8, 10, 11.....	7
Lorne—Nos. 1, 2, 3, 5, 6, 7.....	6
Perth—Nos. 3, 4, 5, 6, 7, 8, 9, 10, 13.....	9
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WESTMORLAND COUNTY.

Parish of Botsford—Nos. 1, 4, 20.....	3
Dorchester—Nos. 7, 9, 26, 27.....	4
Moncton—Nos. 8, 17, 19, 20, 22, 23, 24, 25, 26, 27, 28.....	11
Sackville—Nos. 1, 3, 4, 15, 17, 18.....	6
Salisbury—Nos. 4, 5, 9, 10, 14, 15, (Border) 22.....	7
Shediac—Nos. 1, 13, 14, 15, 18, 21, 22.....	7
Westmorland—No. 11.....	1
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YORK COUNTY.

Parish of Bright—Nos. 6½, 7½, 11.....	3
Canterbury—Nos. 10, 10½, 12, 13, 20, 22.....	6
Douglas—Nos. 9, 12, 14, 16, 18.....	5
Dumfries—Nos. 8, 9.....	2
Kingsclear—Nos. 7, 8, 9, 12.....	4
Manners-Sutton—Nos. 9, 10, 11.....	3
New Maryland—Nos. 1 A, 3, 4.....	3
Northlake—Nos. 13½, 17, 18, 19½.....	4
Prince William—Nos. 6, 8, 11.....	3
St. Marys—Nos. 9, 10, 11, 14.....	4
Southampton—Nos. 8, 10, 12, 13, 15, 16, 17, 18.....	8
Stanley—Nos. 1½, 2, 4, 7, 8, 10, 13, 14, 15, 16.....	10
	—55
Total number districts on Poor List.....	585

Numbers of the above districts have not heretofore participated in the special aid allowance but from their small taxable valuation and their comparatively small number of polls it was deemed advisable to add them to the list. As the object of the special aid allowance is to enable poor districts to secure the services of well qualified teachers, the Board of Education has been pleased to order that districts which employ local licensed teachers shall not participate in this allowance.

The Cities and Incorporated Towns.

The Boards of School Trustees in these large districts consist of seven members each, instead of three as in other school districts of the Province. The chairman and two other members are appointed by the Governor-in-Council, and the City or Town Council appoints four members, one of whom, in both cases, retires annually from office, but is eligible for reappointment. Each board appoints a secretary, and two of them, St. John and Portland, employ, in addition, each a local superintendent.

The amount of the annual district assessment is, within the limitations of the Statute, determined by the Board of School Trustees, and notification of the aggregate is lodged with the City or Town Council. This amount is levied at the same time and in the same manner as other city or town rates. The Council annually appoints two auditors to audit the accounts of the Board of Trustees.

The following are the districts organized in accordance with the above provisions:—The City of St. John, the City of Fredericton, the City of Portland, and the Towns of St. Stephen, Milltown, Woodstock, and .

Reports from each of these will be found in Appendix C., to which I respectfully invite attention especially to the fuller reports from the cities.

Half-yearly Percentage of Enrolled Pupils daily present on an average in the Cities and Incorporated Towns:

	Saint John.		Fredericton.		Portland.		St. Stephen.		Milltown.		Woodstock.		Moncton.	
	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.
1870...	59.06	57.88	62.90	60.0	57.17	56.45								
1871...	58.85	59.57	63.21	57.87	60.28	55.98								
1872...		78.28	*	62.49	*	56.60								
1873...	58.04	61.64	62.42	60.45	58.93	58.90	69.48	65.19	71.90	74.65	58.66	57.22		
1874...	70.69	66.67	62.58	63.55	59.34	60.04	67.38	69.35	66.21	71.38	60.05	61.86		
1875...	66.18	66.19	65.19	64.00	58.70	59.47	69.91	73.13	69.74	71.42	69.65	66.13		
1876...	69.33	67.13	72.89	64.35	64.25	62.50	74.95	76.03	69.08	66.78	63.04	57.22		
1877...	66.77	66.82	71.23	71.15	63.60	58.16	78.98	72.40	62.89	66.33	59.73	57.04	W.	S.
1878...	61.25	66.86	72.05	70.00	63.48	61.21	79.00	78.91	66.84	71.63	62.14	61.64	61.13	62.18
1879...	64.97	67.76	78.33	75.86	64.49	65.49	80.30	78.92	68.53	73.76	65.68	60.65	61.99	59.43
1880...	72.63	68.20	76.93	69.45	68.34	65.25	78.55	78.10	71.57	76.89	71.65	64.14	67.31	65.30
1881...	71.83	70.96	72.63	71.46	68.38	67.89	81.64	78.97	73.27	66.31	64.22	59.49	72.04	69.96
1882...	73.29	72.48	78.86	68.64	69.28	69.91	78.45	73.31	69.38	68.27	62.87	64.58	67.40	68.78
1883...	75.51	70.30	77.53	71.78	72.29	66.18	78.60	75.63	72.98	68.58	67.20	66.91	70.24	66.76
1884...	72.43	73.86	74.22	71.93	70.45	69.56	79.41	79.39	71.75	68.46	66.23	68.35	66.74	68.13
1885...	69.22	73.74	70.66	71.43	67.04	72.89	73.15	75.99	61.58	63.62	62.79	67.96	65.07	73.78
1886...	69.99	77.70	73.13	77.84	69.04	75.75	79.12	78.21	62.00	71.16	63.00	65.23	78.02	71.00

Teachers' Institutes.

Teachers' Institutes were held during the year in Albert, Carleton, Charlotte, Gloucester, Kent, Kings, Northumberland, Queens, Restigouche, St. John, Westmorland and York. No Institute has as yet been held in Madawaska or Victoria, but it is in contemplation to organize one during the present year to serve for both counties.

The attendance at the several Institutes was larger than in any former year, and the work, which was of a very interesting and profitable character, was much more largely participated in than on previous occasions.

Specimens of manual work were exhibited from many of the schools, consisting of print-script, writing, maps, industrial drawing. Specimens also of minerals and plants, as used for illustrative purposes in the schools, were exhibited at some of the Institutes.

The public meetings held in connection with the Institutes were well attended and were, in many instances, addressed by prominent residents. Further details will be found in the Reports of the Inspectors.

Educational Institute.

The last meeting of the Educational Institute was one of the largest and most interesting which has yet been held. The following is the report of the Secretary, Mr. H. C. Creed, A. M. :—

The ninth regular meeting of the Educational Institute of New Brunswick was held in the Centennial School Building, St. John, on the 28th, 29th and 30th of June, 1886,—the Chief Superintendent presiding.

There were two sessions on the first day, three on the second, and three on the third.

Two hundred and eighteen (218) contributing members were enrolled, in addition to whom there were present six members *ex-officio* and honorary members, making 224 in all.

Mr. H. C. Creed, M. A., was re-elected to the office of Secretary, and Mr. W. C. Simpson, of St. John, was re-elected Assistant Secretary.

The annual report of the Executive Committee included a summary of the receipts and expenditures for the year, as follows :—

RECEIPTS.

Members' fees—Meeting of 1885.....	\$186 00	
Interest on \$50 in Dominion Savings Bank.....	1 83	
		<hr/> \$187 83

EXPENDITURES.

Balance due Secretary-Treasurer, June 29th, 1885.....	\$44 96	
Travelling expenses of Executive Committee, 1882-6.....	28 00	
Assistant Secretary.....	5 00	
Janitor of Centennial Building.....	4 00	
Salary of Secretary and Secretary-Treasurer to Executive Committee,	50 00	
Postage, Stationery, etc., \$3.66, printing \$9.50.....	13 16	
		<hr/> \$145 12
Balance in hand, June 28th, 1886.....	42 71	
		<hr/> \$187 83

The report covered copies of the orders of the Board of Education with regard to the matters contained in the resolutions adopted by the Educational Institute in 1885 and duly communicated to the Board. These orders were as follows :—

1. *Ordered*, that resolution I, relative to the privileges of membership, be approved.
2. *Ordered*, that resolution II, so far as it relates to the Executive Committee determining whether the Institute shall meet annually or biennially, be approved.
3. *Ordered*, that the consideration of other resolutions be deferred.

In accordance with a recommendation of the Executive Committee contained in the same report, the Institute conferred honorary membership upon *Theodore H. Rand, D. C. L.*, formerly Chief Superintendent of Education, of

Principal of Woodstock College, Ontario, and upon W. Brydone Jack, D. C. L., late President of the University of New Brunswick.

The Institute, in the course of the meeting, was favored with the following papers and addresses, viz.:—

1. Paper by Mr. Ingram B. Oakes, A. M., Inspector of Schools for the 6th District, on "Secondary Education in this Province—its Importance, its Present Condition and its Needs."

2. Address by Mr. John Lawson, of Milltown, Charlotte Co., on "The Tonic Solfa System of Teaching to Sing," with practical illustrations.

3. Paper by Mr. W. G. Gaunce, A. B., late Inspector of Schools, on "The Teaching of Temperance in the Public Schools" (read by Mr. W. T. Kerr, in the absence of the writer).

4. Address by Mr. Montague Chamberlain, of St. John, on the subject of Birds, with special reference to the work of "The Audubon Society for the Protection of Birds."

5. Address by Mr. S. C. Wilbur, A. B., of Moncton, on the question, "How can greater permanence in the Teaching Profession be secured?"

6. Address by Mr. F. H. Hayes, Superintendent of the Public Schools of Portland, N. B., on the question, "How may our System of School Registration be improved?"

Discussions followed nearly all of these addresses and papers, one of the best sustained being that upon Secondary Education, in the course of which the Institute was briefly addressed by Dr. Inch, President of Mt. Allison College, Sackville.

Resolutions were adopted by the Institute as follows, viz.:—

1. Resolution in favor of presenting a memorial to the Board of Education, praying for a return to the former arrangement of Public School Terms, and reiterating the resolution passed in 1885 with reference to the same subject. Moved by Mr. F. H. Hayes, seconded by Mr. Jas. Barry.

A committee of three was appointed to prepare a memorial in accordance with this resolution.

2. Resolution approving of the general principles of Mr. Oakes' paper on Secondary Education, and commending the matter to the consideration of the Legislature and the Board of Education. Moved by Mr. S. C. Wilbur, on behalf of a committee appointed to draft such a resolution.

3. Resolution re-affirming that adopted in 1885 relative to an "Arbor Day," and again asking the attention of the Board of Education to the matter. Moved by Mr. H. C. Creed; seconded by Mr. G. U. Hay, Ph. B.

4. Resolution commending to all teachers in the Province the New Brunswick *Journal of Education*, and authorizing the payment of \$25 from the funds of the Institute to the editors of the *Journal*, for the printing of certain of the papers read before the body. Moved by Mr. Wilbur, seconded by Mr. J. G. A. Belyea.

5. Resolution of thanks to the trustees of the "Owens Art Institution" for their invitation to the members of the Institute to visit their collection of paintings, and to the New Brunswick Natural History Society for a similar invitation to visit their rooms.

6. Resolutions of thanks to the several gentlemen who addressed the Institute and read papers; to the Board of School Trustees of St. John, for the free use of the Centennial School Building; to Mr. T. H. Hall for his valued services in organizing and conducting the choir which furnished superior music at the evening sessions; and to the railway and steamboat companies for the customary reduction of fares.

During a part of the sessions a section of the Institute, composed of Teachers of Grammar Schools and Superior Schools, was engaged in considering Courses of Instruction for such schools. Subsequent action relative thereto was delegated to the Executive Committee.

The first evening session was devoted chiefly to platform speeches from gentlemen not immediately connected with the teaching profession, among whom were Hon. Judge King, D. C. L., Hon. Senator Boyd, J. V. Ellis, Esq., M. P. P., Rev. J. E. Hopper, D. D., A. A. Stockton, D. C. L., M. P. P., I. Allen Jack, D. C. L., Rev. D. Macrae, D. D., and W. Brydone Jack, D. C. L.

On the conclusion of the business of the Institute, on the third evening the members and their friends enjoyed a pleasant *conversazione*, the arrangements for which had been made by a committee of the Teachers in St. John and Portland.

The Executive Committee for the year 1886-7 is constituted as follows:—

MEMBERS EX-OFFICIO.

The Chief Supt. of Education (Chairman)... William Crocket, A. M.
 The President of the University..... Thomas Harrison, LL. D.
 The Principal of the Normal School..... Eldon Mullin, A. M.
 Inspector—George W. Mersereau, A. B..... Newcastle.
 “ Jerome Boudreau.....
 “ George Smith, A. B..... Moncton.
 “ David P. Wetmore..... Clifton.
 “ William S. Carter, A. M..... St. John.
 “ Ingram B. Oakes, A. M..... St. Stephen.

MEMBERS ELECTED JUNE 30, 1886.

Frank H. Hayes..... Portland.
 Philip Cox, A. B..... Newcastle.
 Samuel C. Wilbur, A. B..... Moncton.
 Hedley V. B. Bridges, A. M..... Fredericton.
 George U. Hay, Ph. B..... St. John.
 John Montgomery..... Carleton.
 James M. Palmer, A. B..... Chatham.
 William M. McLean, A. B..... St. John.
 George A. Inch, A. B., Sc. B..... Fredericton.
 James Barry..... St. John.
 Herbert C. Creed, A. M., Secretary-Treasurer..... Fredericton.

The following is a summary of the attendance at this meeting of the Institute:—

Teachers enrolled,	{ Male.....	85
	{ Female.....	130
Other school officers enrolled.....		2
Members <i>ex-officio</i>		7
Honorary members.....		2
Total.....		226

Many teachers and others attended the sessions who were not enrolled as members.

NUMBER FROM EACH COUNTY.

Albert.....	4
Carleton.....	6
Charlotte.....	15
Gloucester.....	1
Kent.....	3
Kings.....	36
Madawaska.....	0
Northumberland.....	7
Queens.....	12
Restigouche.....	1
St. John.....	116
Sunbury.....	0
Victoria.....	0
Westmorland.....	7
York.....	16
	224

Text Books.

The Board of Education has lately prescribed *M. S. Hall's Elementary Arithmetic* in place of Mullholland's, and the *Messrs. McMillan's Series of Copy Books* in place of Payson, Dunton and Scribner's. The Arithmetic, besides affording a knowledge of the elementary rules with their practical application, supplies a long felt necessity by providing for instruction in business forms, and in the computation of areas of plane surfaces. These subjects have usually been reserved for an advanced text-book, and as a consequence a very large proportion of our pupils leave school without any knowledge of them, and are thus at a disadvantage when they enter upon the pursuits of life. *McMillan's Series of Copy Books* is based upon principles similar to those which govern methods in other branches of elementary instruction, though

they have not as yet, so far as I know, been applied to Writing. These are set forth on the corner of each book together with useful directions. The series is designed to teach a bolder, firmer and more legible hand than what obtains at present, and will prove, I feel assured, of great service in this department of school work.

EXERCISES ORTHOGRAPHIQUES—a compendium to the Grammar used in Acadian schools—has also been prescribed. The Board has also added to the List of Texts for Teachers the following:—*Blackie's Sound Bodies and How to Keep them so*; *Fitch's Lectures on Teaching*; *Payne's Science and Art of Education*; *Browning's Educational Theories*; *Compayne's History of Pedagogy*,* by W. H. Payne, and for Grammar School Teachers in addition to the preceding, *Sully's Outlines of Psychology*, with special reference to the Theory of Education.

A Fourth French Reader has for some time been under the consideration of the Board and will shortly, it is expected, be prescribed. There is in preparation a manual designed to cover the Natural Science part of the Course of Instruction. It will shortly be ready to submit to the Board for approval. This part of the course is, as will be seen from several of the Inspectors' reports, the part which has been most neglected in many schools. This arises chiefly from imperfect knowledge of the subject on the part of many teachers, and from the want of definite sources of information, except at a cost which teachers cannot well afford. If this part of the course of instruction is to be generally observed it is absolutely necessary that teachers have ready access to reliable sources of information, and if the work under preparation be found adapted to our needs, it will supply a want that has been long felt, and give an impetus to the practical part of school work.

Educational Exhibit.

During the year our school system and the character of our work have been somewhat prominently brought before the world through the Colonial and Indian Exhibition held in London, and it is gratifying to know that in both respects we have compared favorably with our neighbors.

The exhibit consisted of: 1. Specimens of "manual work" embracing print-script, writing, map-drawing, industrial drawing, sewing and knitting, as practised in the several standards. 2. School furniture and apparatus consisting of desks and seats adapted to the respective grades, teachers' desk, maps, a copy of each prescribed text-book, Prang's Natural History Series, specimens of our weights and measures and of our Provincial woods and minerals as used for

* Reading Club Edition, by C. W. Bardeen, Syracuse, N. Y.

illustrative purposes. 3. Photographs of school-buildings both exterior and interior. 4. Aids to the interpretation of the system—consisting of copies of the School Manual of the prescribed course of instruction, with tabular synopsis of the same, School Reports and an historic sketch of the educational progress of the Province.

The print-script and written exercises consisted of specimens of composition, of forms of analysis and parsing, of business forms, of solutions of questions in Arithmetic, Algebra or Geometry, of translations from Latin, Greek or French. The map drawing included representations of the school-room, portions of the city, town or district, and other primary steps that lead to correct conceptions of a map. The specimens of industrial drawing commenced at Standard III.—the two lower grades are taught *Form*, but were not asked for specimens of it—and proceeded consecutively to Standard XI. Physiological and botanical charts, the work of the pupils of the Victoria High School, were sent in in addition to their regular contribution. The specimens of sewing and knitting embraced work in all stages.

As the object of the exhibit was not to display specialties or the performances of exceptional pupils but to allow ourselves to be judged by a faithful transcript of our daily work so far as that can afford a test, teachers were not called upon to make any special preparation therefor but were merely invited to forward from each Grade under their charge specimens of such exercises as regularly engaged the attention of their classes. I was much gratified at the general and hearty response to this invitation and with the character of the work forwarded. The schools in the cities and most of the towns and villages and in a large number of rural districts very speedily contributed their exhibit. The very short time in which this was done made it clear that our schools are not working by fits and starts but are day by day diligently and faithfully seeking to carry out the work intrusted to them.

Before shipping the collection for London, the Government deemed it advisable that an exhibit should be held in St. John in order that teachers might have an opportunity of comparing their work, and the general public of judging of the nature and character of the instruction given in their schools. The exhibit was accordingly held and was attended by large numbers. Much good resulted. Teachers and pupils were encouraged and stimulated by witnessing the satisfaction with which their work was viewed. The prejudices which many entertained against the schools in consequence of the impracticable kind of instruction which they imagined was given in them, were removed and foes to the system seemed to become its friends. They had evidences before them from nearly all parts of the Province that much of the school work was just of such a character as they desired to see, but which they failed to see before because they did not go to see. No feature of our system was brought out more prominently at this exhibit than the general character of our school training. The manual work gave evidence that it was only the form in which were

embodied head-work and general intelligence; that the course at school is sufficiently practical provided it receives a practical direction but in subordination to the general aim and the proper function of the school. It was evident that we had, partially at least, fairly met any reasonable demands for results of a more practical character than what it was believed by many our schools were giving, while we retain intact the general principles upon which education should proceed. It is useless to give heed to the talk about teaching trades in school; it cannot be done, and any attempt whatever to sacrifice the general training for any special aim will inevitably bring disaster on the cause of education. If the talk should lead to the establishment of a technical school which our youths could enter when they have completed their general training then the talk shall not have been in vain but shall have helped to supply what, I regret to say, has been too long a missing link with us. The duty of the Common School, however—a duty which the exhibit has shown it is fairly performing—is to prepare the youth of the country to enter upon their life's work with a quickened intelligence and a sympathy with honest labor.

I am under obligation to Mr. March, the Superintendent of the St. John Schools, for much valuable assistance during the exhibit in St. John.

The Exhibit in its section at the Colonial Exhibition in London was overshadowed by Educational exhibits from other provinces and elsewhere in the extent of their splendid apparatus and equipments; but I am informed by the Government Agent, Mr. Ira Cornwall, and by Mr. Mullin, Principal of the Normal School, who also was appointed by the Government to visit the Exhibition during his vacation, that no exhibit attracted so much attention on account of its real worth as an exhibit of *actual* school work, and of the practical and superior character of the instruction which could have produced it. Mr. March, who was the Government's honorary delegate to the Exhibition, sends a report (which, however, I have no authority to publish), which confirms the representations of these gentlemen. The various notices which appeared in the Educational Journals, and in the public prints of England, all spoke in high terms of the character of our exhibit and of our educational system as seen through it. One of the most valuable notices—perhaps the most valuable, from the high standing of the writer as an educationist and scientist, William Lant Carpenter. Mr. Carpenter was appointed at an educational conference, held in London, to make a report upon the condition of education in the Colonies, and of course had no other object in view than to present the result of his observations. The following is a short extract from his report as it relates to New Brunswick:—

“It is somewhat remarkable that a small colony, mainly agricultural, should possess one of the most perfect systems of instruction in primary schools with which I am acquainted. As early as 1802 the Provincial Government and Legislature recognized the fact that to make provision for the people's education was one of the duties of the state. From the small beginning then made there has been developed by slow degrees

the present school system of New Brunswick, one of the most perfect in principle, at least, to be found in any state or country. There is a progressive course of instruction for all schools in which the subjects appear to have been selected, arranged and apportioned, with a due regard to sound educational principles. It is arranged in two equal divisions—literature and science. Between the bottom of the primary and the top of the high schools there are eleven standards; and yet even in Standard I., in primary schools, plant and animal life, minerals and geography are among the subjects dealt with, as well as familiar lessons on the conditions of health. Elementary physics makes its first appearance at Standard V. Out of a total population, including adults of 321,000, one-eighth, or 40,000 children, had lessons in hygiene, one-sixth in geography, and one-sixth in useful knowledge of plants, animals and minerals in the public schools in 1885. * * * * * The Normal School, for training teachers, was begun in 1847, and the spirit which now animates it may be judged from the following maxim enforced there: 'The development of the faculties is of more importance than the acquisition of knowledge.'"

The Exhibit has been returned and has been placed by order of the Government in one of the committee rooms on the second story of the Parliamentary Buildings, where it will permanently remain and be open for inspection at suitable times.

I regret that the Exhibit has been returned in a very much damaged and incomplete condition. The damage has been repaired as far as it was possible but it was not possible to replace many of the missing articles, especially the pupils' manual work.

Inspectors' Reports.

I would respectfully invite attention to these reports. They contain much valuable information on the state of the schools and the educational condition of school districts, and their careful perusal will repay all who are in any way interested in school work. It would be impossible for the head of the department to administer the system without the aid and hearty co-operation of these officers. To give the necessary information to the department, to deal effectively with the complications that often arise especially in small districts, to stimulate unwilling districts to maintain schools, to revise the boundaries of districts and organize new ones, to inspect the schools and advise with teachers and trustees, and all this over a large extent of territory necessitates continuous absence from home, and in consequence a heavy expense is thereby incurred, an expense which their salaries cannot well afford without compromising their positions if they have others depending upon them. I beg to repeat what I stated last year, that I am fully convinced that the interests of the service would be promoted by giving these officers adequate remuneration.

I hope your Honor will find from the perusal of this report gratifying evidences of improvement in many features of our system and you may rest assured that the Department and its officers will spare no efforts to give to all within our borders the benefit of the system and to make it fully worthy of the encomiums which have been passed upon it.

I have the honour to be

Your Honor's most obedient servant,

WM. CROCKET,

Chief Supt. of Education.

PART II,

STATISTICAL TABLES.



TABLE I. PUBLIC SCHOOLS: FOR THE YEAR ENDING 30TH JUNE, 1886. PRELIMINARY.

SECOND TERM CLOSED 31ST DECEMBER, 1885.				FIRST TERM CLOSED 30TH JUNE, 1886.				YEAR ENDING 30TH JUNE, 1886.			
COUNTIES.	Schools.	Teachers and Assistants.	Pupils in attendance at Schools.	Schools.	Teachers and Assistants.	Pupils in attendance at Schools.	New Pupils in attendance this Term, at Schools in operation both Terms.	New Pupils in attendance this Term, at Schools not in operation the previous Term.	No. of Districts having Schools in operation in the Second Term, that were without Schools in the First Term.	No. of Districts having Schools in operation during the First Term, that were without Schools in the Second Term.	Total No. of different Pupils in attendance at Schools within the year.
Albert,.....	58	58	1898	60	61	2245	361	216	7	10	2568
Carleton,.....	122	126	3919	139	145	5656	1237	771	9	22	6053
Charlotte,.....	124	128	4581	133	140	5335	741	303	6	15	5696
Gloucester,.....	69	73	2778	72	73	3383	620	288	3	6	3723
Kent,.....	110	114	3992	101	102	4053	777	...	11	...	4864
King's,.....	147	151	4498	161	169	5626	953	598	9	21	6201
Madawaska,.....	34	37	1102	34	34	1300	151	168	6	4	1481
Northumberland,.....	110	117	4181	113	118	4832	801	291	5	10	5299
Queen's,.....	83	85	2276	91	91	2946	498	439	9	15	3266
Restigouche,.....	28	28	1166	29	31	1233	172	152	3	5	1495
Saint John,.....	175	186	8377	178	194	8630	888	155	1	8	9439
Sunbury,.....	36	37	905	41	42	1239	207	214	3	8	1391
Victoria,.....	34	35	916	37	38	1171	244	205	8	8	1374
Westmorland,.....	154	165	6780	159	171	7665	1188	411	5	11	8521
York,.....	157	169	5384	167	181	6488	1048	393	4	13	6996
New Brunswick,.....	1441	1509	52753	1515	1590	61802	9886	4604	89	156	68367

TABLE II. PUBLIC SCHOOLS: FOR THE YEAR ENDED 30TH JUNE, 1886.

Part Two.—The First Term closed 30th June, 1886.

COUNTIES.	No. of pupils at School this Term.	Proportion of the population at School this Term (Census of 1881).	AGE AND SEX OF PUPILS.					Grand total days' attendance made by the pupils enrolled.	Number daily present on an average during the Session.	Number daily present on an average for the full Term.	Number daily present on an average during the time in Session per hundred enrolled.	Number daily present on an average for full Term per hundred enrolled.
			Number under 5 years of age.	Number between the ages of 5 and 15 years.	Number over 15 years of age.	Boys.	Girls.					
Albert.....	2245	1 in 5.49	18	2024	203	1251	994	141,575½	1244	1099	55.41	48.95
Carleton.....	5656	1 in 4.13	49	4943	664	3000	2656	344,456½	2999	2730	53.02	48.27
Charlotte.....	5335	1 in 5.00	19	4937	379	2881	2454	351,887	3111	2773	58.31	51.98
Gloucester.....	3383	1 in 6.39	6	3163	214	1888	1495	201,715	1725	1617	50.99	47.80
Kent.....	4053	1 in 5.58	40	3777	236	2109	1944	242,071½	2212	1970	54.57	48.60
King's.....	5626	1 in 4.55	28	4989	609	2959	2667	321,953	2375	2765	51.10	49.14
Madawaska.....	1300	1 in 6.67	30	1205	65	627	673	71,674	717	584	55.15	44.92
Northumberland.....	4832	1 in 5.21	28	4576	228	2613	2219	320,130	2664	2499	55.13	51.71
Queen's.....	2946	1 in 4.76	13	2564	369	1595	1351	169,947	1498	1367	50.85	46.40
Restigouche.....	1233	1 in 5.72	10	1153	70	649	584	81,100	733	592	59.44	48.01
Saint John.....	8630	1 in 6.14	6	8228	396	4467	4163	701,588½	5742	5669	66.53	65.69
Sunbury.....	1239	1 in 5.36	8	1104	127	665	574	72,925½	614	571	49.55	46.09
Victoria.....	1171	1 in 5.99	11	1033	127	612	559	71,160	652	542	55.68	46.37
Westmorland.....	7665	1 in 4.92	62	6975	628	4194	3471	477,946	4152	3908	54.17	50.98
York.....	6488	1 in 4.68	55	5924	509	3374	3114	396,087½	3390	3233	56.87	49.83
New Brunswick.....	61802	1 in 5.20	383	56595	4824	32884	28918	3,966,217	34628	31920	56.03	51.65

TABLE NO. 17C-172-02/70 TIRU

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TABLE III. Part One.—CONTINUED.

COUNTIES.	COLOR.				OBJECTS.				PHYSICS.				PHYSIOLOGY.	LATIN. (Optional.)	FRENCH. (Optional.)		
	55				56				57				58	59	60		
	STANDARD.				STANDARD.				STANDARD.				STANDARD.	STANDARD.	STANDARD.		
	I	II	III	IV	I	II	III	IV	I	II	III	IV	VIII	VII	VIII	VII	VIII
Albert,.....	187	126	139	89	244	148	176	127	32	34	45	31	22	....	14	1	9
Carleton,.....	526	495	390	436	601	531	435	483	119	122	62	68	....	....	....	....	....
Charlotte,.....	761	604	600	488	790	597	554	403	168	142	86	54	41	....	67	29	9
Gloucester,.....	521	306	218	152	660	361	283	187	99	28	37	29	9	16	6	4	2
Kent,.....	750	431	322	225	713	448	415	240	117	89	21	45	28	31	4	97	....
King's,.....	451	370	373	401	556	448	441	476	65	136	58	93	126	15	7	....	....
Madawaska,.....	92	69	39	13	92	56	54	33	6	2	....	....	....	....	....	....	....
Northumberland,.....	833	683	555	427	900	686	574	379	86	141	98	82	50	....	14	2	27
Queen's,.....	197	176	163	141	291	231	239	205	23	50	18	21	17	6	....	....	....
Restigouche,.....	164	125	112	129	180	195	115	134	38	33	32	25	14	....	15	....	8
Saint John,.....	1518	1375	1144	1005	1596	1453	1050	1063	594	493	266	293	290	151	195	....	....
Sunbury,.....	81	84	76	62	104	99	102	92	5	8	....	3	3	....	....	....	....
Victoria,.....	188	153	130	73	205	154	115	82	13	11	9	8	8	....	....	....	....
Westmorland,.....	645	535	377	258	820	565	399	372	91	41	90	30	29	7	17	17	22
York,.....	770	668	591	462	798	698	609	563	182	90	90	96	11	52	77	....	....
New Brunswick,	7684	6200	5220	4362	8550	6680	5561	4849	1638	1402	912	878	648	287	416	146	77

WEEK 3 FOCUS IS THE CURRENT REVENUE OF INSTANT TRUCK

* - In Country Districts only.

TABLE III. Part Two.—CONTINUED.

COUNTIES.	NUMBER—ARITHMETIC.								BOOK-KEEPING (Opt'l.)		GEOMETRY.		MEASUREMENT.		ALGEBRA.		GEOGRAPHY.								MINERAL—PLANT LIFE—ANIMAL LIFE.	
	43								49		50		51		52		53								54	
	STANDARD.								STANDARD.		STANDARD.		STANDARD.		STANDARD.		STANDARD.								STANDARD.	
	I	II	III	IV	V	VI	VII	VIII	IV	V	VI	VII	VIII	IV	V	VI	VII	VIII	I	II	III	IV	V	VI	VII	VIII
Albert.....	502	381	420	347	132	103	33	75	68	38	24	57	38	33	51	308	305	362	337	132	118	97	71	396	394	383
Carlton.....	1162	976	973	1251	686	286	116	74	192	124	72	73	121	138	185	763	750	973	1243	592	278	116	71	874	830	932
Charlotte.....	1185	934	1111	965	342	200	160	160	187	97	131	134	121	139	155	782	788	1029	168	360	240	165	153	814	781	900
Gloucester.....	1141	793	699	311	183	173	35	33	71	8	22	27	26	35	30	777	543	608	299	176	73	38	31	711	532	494
Kent.....	1167	570	693	492	160	146	39	41	153	53	16	34	42	10	30	648	543	610	416	141	149	35	43	805	614	566
King's.....	1164	945	1134	1102	569	418	104	165	168	113	89	105	116	144	126	691	728	1084	1083	291	405	106	106	728	589	1109
Nadawaska.....	411	361	212	113	31	21	..	..	12	..	..	..	..	..	..	393	144	162	106	23	16	..	..	264	172	131
Northumberland.....	1235	983	901	732	297	224	128	83	69	33	84	80	..	123	51	893	791	867	744	311	221	124	83	989	837	896
Queen's.....	628	527	585	693	101	176	21	46	104	34	24	33	..	83	89	884	464	583	696	96	175	21	44	422	477	953
Restigouche.....	240	191	184	258	85	63	42	29	39	35	31	10	21	68	93	137	159	139	238	88	77	39	35	169	187	187
St. John.....	1745	1660	1350	1420	880	628	412	350	20	225	377	300	278	46	326	147	170	1397	1355	933	650	412	315	1043	1511	1344
Sunbury.....	258	217	233	230	69	38	17	16	41	16	8	19	12	51	18	157	162	109	249	54	34	3	25	185	208	372
Victoria.....	289	879	1229	218	91	51	28	20	29	7	10	13	4	13	100	1515	1082	1163	1156	495	297	156	133	1038	1031	1190
Westmorland.....	1761	1437	1367	1176	518	306	170	146	203	105	88	88	90	142	100	916	884	1163	1152	382	251	166	138	1003	1075	1190
York.....	1429	1223	1212	1290	837	238	175	146	230	42	133	131	115	208	141	..	..	..	..	..	..	..	..	..	..	..
New Brunswick.	13318	11526	11219	10503	4166	3031	1473	1353	1558	908	1114	1106	1024	1514	1238	10071	8946	10556	10292	4135	3058	1424	1344	10144	9652	10355

* In Country Districts only.

TABLE III. Part Two.—CONTINUED.

COUNTIES.	COLOR. 55				OBJECTS. 56				PHYSICS. 57				PHYSIOLOGY. 58	LATIN. (Optional.) 59		FRENCH. (Optional.) 60
	STANDARD.				STANDARD.				STANDARD.				STANDARD.	STANDARD.		STANDARD.
	I	II	III	IV	I	II	III	IV	V	VI	VII	VIII	VIII	VII	VIII	VIII
Albert.....	193	143	161	133	209	175	191	156	12	26	43	43	39	2	13	17
Carleton.....	665	557	466	556	793	607	526	637	236	152	112	77	54	8	....	....
Charlotte.....	866	667	785	588	962	740	773	692	240	189	129	100	82	....	31	....
Gloucester.....	552	383	328	184	601	390	327	182	82	50	37	26	26	....	19	44
Kent.....	748	486	418	295	736	440	403	200	93	124	44	41	31	19	....	....
King's.....	654	532	575	507	687	528	604	508	77	149	88	159	68	12	6	4
Madawaska.....	105	41	26	32	105	77	46	57	6	5	....	....	....	....	....	....
Northumberland.....	855	785	631	428	997	866	702	523	191	102	124	80	....	4	16	26
Queen's.....	286	244	235	251	409	342	304	350	33	72	12	31	12	....	7	....
Restigouche.....	170	144	125	134	175	158	136	136	60	60	39	27	15	21	4	....
Saint John.....	1631	1413	1193	1100	1534	1347	1236	1098	694	546	402	307	303	117	213	45
Sunbury.....	159	150	136	118	177	176	165	144	14	10	....	34	3	5	6	....
Victoria.....	200	165	149	108	199	142	115	119	28	28	26	17	12	....	7	....
Westmorland.....	678	628	479	405	842	790	680	526	292	121	73	85	62	....	15	20
York.....	851	748	677	695	894	745	702	722	179	149	152	235	142	82	90	....
New Brunswick.....	8613	7086	6384	5533	9320	7523	6910	6057	2237	1843	1281	1162	875	321	420	156

TABLE IV.—PUBLIC SCHOOLS: TEACHERS EMPLOYED DURING THE YEAR ENDED 30TH JUNE, 1886.
Part One.—The Second Term closed 31st December, 1885.

COUNTIES.	Grammar School Teachers.	MALES.			FEMALES.			TOTAL.			Trained.	Untrained.	No. of ASSISTANTS.		Total number of Teachers employed this Term.
		CLASS.			CLASS.			Male.	Female.	Both.			Male.	Female.	
		I	II	III	I	II	III								
Albert,.....	1	6	5	6	1	27	12	18	40	58	53	5	..	..	58
Carleton,.....	1	11	11	1	6	60	33	24	99	123	120	3	..	3	126
Charlotte,.....	1	14	13	4	15	56	23	32	94	126	122	4	..	2	128
Gloucester,.....	1	2	3	16	2	17	31	22	50	72	58	14	..	1	73
Kent,.....	1	7	4	17	4	22	56	29	82	111	74	37	..	3	114
King's,.....	1	10	24	9	9	72	25	44	106	150	149	1	..	1	151
Madawaska,.....	..	..	2	6	..	..	29	8	29	37	12	25	..	..	37
Northumberland,.....	1	5	6	4	10	53	37	16	100	116	114	2	..	1	117
Queen's,.....	1	6	26	11	..	30	10	44	40	84	84	..	..	1	85
Restigouche,.....	1	1	1	2	2	15	6	5	23	28	28	..	..	..	28
Saint John,.....	1	29	14	1	45	71	23	45	139	184	184	..	..	2	186
Sinbury,.....	1	2	3	2	2	15	11	8	28	36	36	..	..	1	37
Victoria,.....	1	..	2	1	2	17	12	4	31	35	31	4	..	..	35
Westmorland,.....	1	15	24	38	8	42	33	78	83	161	144	17	..	4	165
York,.....	1	12	15	5	19	65	44	34	128	162	161	1	2	5	169
New Brunswick,.....	14	121	153	123	125	562	385	411	1072	1483	1368	113	2	24	1509

TABLE V.—PUBLIC SCHOOLS: PERIOD OF SERVICE OF TEACHERS EMPLOYED DURING YEAR ENDED 30TH JUNE, 1886.
Part One.—The Summer Term closed 31st December, 1885.

COUNTIES.	PERIOD OF SERVICE OF TEACHERS OF THE 1ST CLASS.																		
	MALE TEACHERS, 1ST CLASS.										FEMALE TEACHERS, 1ST CLASS.								
	No. of Teachers employed in same District as during previous Term.	No. of Teachers removed to a new District.	No. of new Teachers this term.	No. of Teachers whose period of service is not reported.	No. of Teachers not more than 3 years in the service employed this Term.	No. first Term employed.	No. second Term employed.	No. upwards of 1 and not over 2 years employed.	No. upwards of 2 and not over 3 years employed.	No. upwards of 3 and not over 5 years employed.	No. upwards of 5 and not over 7 years employed.	No. upwards of 7 yrs. in the service.	No. first Term employed.	No. second Term employed.	No. 1 to 2 years.	No. 2 to 3 years.	No. 3 to 5 years.	No. 5 to 7 years.	No. upwards of 7 years employed.
Albert	35	14	9	..	24	..	..	..	1	3	3	3	..	1	..	..	..	..	1
Carleton	58	49	15	1	57	..	..	2	2	2	8	4	..	..	..	1	..	..	4
Charlotte	74	38	13	1	50	..	1	..	2	2	6	2	..	..	3	..	..	..	..
Gloucester	39	21	10	2	40	..	..	1	1	..	2	2	..	..	..	..	..	..	2
Kent	56	28	25	2	66	..	..	..	..	1	4	4	..	..	1	2	1	..	3
King's	87	46	17	..	80	..	..	..	..	..	6	6	..	..	..	..	..	..	5
Madawaska	17	6	12	2	19	..	..	..	..	..	2	2	..	..	..	2	1	1	6
Northumberland	78	22	16	..	63	..	..	1	1	1	4	4	..	..	..	..	..	..	..
Queen's	51	21	12	..	39	..	..	1	1	1	1	1	..	..	..	..	..	..	1
Restigouche	27	1	..	..	10	..	..	..	..	..	1	1	..	..	..	..	1	..	..
Saint John	154	15	7	8	36	..	..	1	5	1	1	1	..	1	3	4	7	28	1
Sunbury	22	8	6	..	21	..	..	..	1	1	1	1	..	..	..	..	..	1	1
Victoria	15	15	4	1	19	..	..	..	..	..	10	10	..	..	1	1	..	..	6
Westmorland	94	39	22	6	69	..	..	..	..	4	2	2	..	..	1	2	3	3	10
York	117	25	17	1	83	..	1	..	1	3	1	6	..	1	2	3	3	..	10
New Brunswick	924	348	185	24	676	..	2	6	7	21	20	77	..	3	711	1315	76		76

TABLE V. Part Two. The Winter Term closed 30th June, 1886.

PERIOD OF SERVICE OF TEACHERS OF THE 1st CLASS.									
MALE TEACHERS, 1st CLASS.					FEMALE TEACHERS, 1st CLASS.				
No. of teachers employed in the first term.	No. of teachers employed in the second term.	No. of teachers employed in the third term.	No. of teachers employed in the fourth term.	No. of teachers employed in the fifth term.	No. of teachers employed in the first term.	No. of teachers employed in the second term.	No. of teachers employed in the third term.	No. of teachers employed in the fourth term.	No. of teachers employed in the fifth term.
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
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4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
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16	16	16	16	16	16	16	16	16	16
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37	37	37	37	37	37	37	37	37	37
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80	80	80	80	80	80	80	80	80	80
81	81	81	81	81	81	81	81	81	81
82	82	82	82	82	82	82	82	82	82
83	83	83	83	83	83	83	83	83	83
84	84	84	84	84	84	84	84	84	84
85	85	85	85	85	85	85	85	85	85
86	86	86	86	86	86	86	86	86	86
87	87	87	87	87	87	87	87	87	87
88	88	88	88	88	88	88	88	88	88
89	89	89	89	89	89	89	89	89	89
90	90	90	90	90	90	90	90	90	90
91	91	91	91	91	91	91	91	91	91
92	92	92	92	92	92	92	92	92	92
93	93	93	93	93	93	93	93	93	93
94	94	94	94	94	94	94	94	94	94
95	95	95	95	95	95	95	95	95	95
96	96	96	96	96	96	96	96	96	96
97	97	97	97	97	97	97	97	97	97
98	98	98	98	98	98	98	98	98	98
99	99	99	99	99	99	99	99	99	99
100	100	100	100	100	100	100	100	100	100

TABLE V.—Continued. PERIOD OF SERVICE OF SECOND-CLASS TEACHERS EMPLOYED DURING YEAR ENDED 30TH JUNE, 1886.

COUNTIES.	DURING THE TERM CLOSED-31st DECEMBER, 1885.										DURING THE TERM CLOSED 30TH JUNE, 1886.											
	MALE TEACHERS, 2ND CLASS.					FEMALE TEACHERS, 2ND CLASS.					MALE TEACHERS, 2ND CLASS.					FEMALE TEACHERS, 2ND CLASS.						
	No. 1st Term employed.	No. 2nd Term employed.	No. from 1 to 2 years.	No. from 2 to 3 years.	No. from 3 to 5 years.	No. from 5 to 7 years.	No. 7 years and upwards.	No. 1st Term employed.	No. 2nd Term employed.	No. from 1 to 2 years.	No. from 2 to 3 years.	No. from 3 to 5 years.	No. from 5 to 7 years.	No. 7 years and upwards.	No. 1st Term employed.	No. 2nd Term employed.	No. from 1 to 2 years.	No. from 2 to 3 years.	No. from 3 to 5 years.	No. from 5 to 7 years.	No. 7 years and upwards.	
Albert.....	.....	1	.....	1	6	9	6	.....	1	1	.....	1	.....	6	3	6	3	.....	3	.....	4	5
Carleton.....	.....	1	2	2	10	15	9	.....	2	.....	.....	.....	.....	6	8	12	11	.....	12	11	11	9
Charlotte.....	.....	2	3	2	4	13	12	.....	.....	.....	.....	.....	.....	5	1	5	4	.....	5	8	8	10
Gloucester.....	.....	.....	.....	.....	4	4	1	.....	.....	.....	.....	.....	.....	3	2	1	3	.....	2	.....	.....	2
Kent.....	.....	.....	.....	.....	3	3	3	.....	.....	.....	.....	.....	.....	3	4	1	2	4	2	4	4	5
King's.....	1	2	6	1	13	6	10	.....	1	5	.....	5	.....	7	6	10	23	10	6	14	8	8
Madawaska.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Northumberl'd.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	7	6	13	7	9	6	8	8
Queen's.....	3	4	3	.....	7	4	7	.....	3	2	.....	1	.....	11	3	5	5	2	5	3	4	3
Restigouche.....	.....	.....	.....	.....	3	4	2	.....	.....	.....	.....	.....	.....	3	2	.....	3	4	4	3	1	1
St. John.....	.....	.....	.....	.....	9	9	12	.....	.....	.....	.....	.....	.....	30	.....	.....	8	4	7	6	10	34
Sunbury.....	.....	1	1	1	1	5	.....	.....	2	1	.....	1	.....	2	4	4	2	5	1	.....	.....	2
Victoria.....	.....	.....	.....	.....	3	3	1	.....	.....	.....	.....	.....	.....	2	5	4	4	2	4	2	2	2
Westmorland.....	4	2	2	.....	8	8	7	.....	.....	.....	.....	.....	.....	1	13	9	14	9	6	9	4	4
York.....	.....	2	.....	3	11	9	11	.....	2	4	6	7	.....	4	6	13	14	9	7	13	6	6
New Brunswick	9	15	17	13	34	23	42	69	52	92	81	101	82	85	62	67	115	81	78	93	103	103

TABLE VI. PUBLIC SCHOOLS: TIME IN SESSION DURING THE YEAR ENDED 30TH JUNE, 1886.

COUNTRY.	THE SECOND TERM CLOSED 31ST DECEMBER, 1885.										THE FIRST TERM CLOSED 30TH JUNE, 1886.						
	No. of schools open this Term.	No. of schools open less than 60 days.	No. in session 60 but less than 100 days.	Total in session less than 100 days.	No. in session 100 days but less than 101.	No. in session the full term of 101 days.*	Average days schools in session during the Term.	Aggregate number of days schools open during this Term.	No. of schools open this Term.	No. of schools open less than 80 teaching days.	No. in session 80 but less than 100 days.	No. in session less than 100 days.	No. in session 100 days but less than 125 days.	No. in session the full Term of 125 days.	Average days schools in session during the Term.	Aggregate number of days schools open during this Term.	
Albany	28	19	13	31	9	18	87.05	5,049½	60	10	..	10	21	29	111.3	6,078	
Albany	123	23	44	67	12	43	89.54	10,924	139	17	6	23	51	65	114.7	15,945½	
Albany	124	43	43	86	3	35	83.42	10,344	133	15	9	24	73	36	112.3	14,934	
Albany	120	6	36	42	1	30	92.52	6,384½	72	3	3	6	31	35	118.1	8,503	
Albany	110	8	41	49	22	39	95.60	10,517	101	11	6	17	40	44	112.2	11,332½	
Albany	147	16	32	52	20	59	93.02	13,674½	161	14	7	21	69	71	121.2	19,524	
Albany	34	12	13	25	1	10	95.30	3,240	34	4	5	9	21	4	102.6	3,488½	
Albany	110	11	46	57	23	30	94.20	10,369	113	7	5	12	55	46	118.2	13,357	
Albany	125	11	26	45	1	35	89	7,386	91	8	6	14	42	35	115	10,463½	
Albany	96	3	13	16	4	6	91.40	2,560½	99	5	4	9	15	5	101.9	2,954	
Albany	129	4	26	30	6	139	98.60	17,258	178	..	..	..	62	116	124.4	22,145
Albany	306	4	16	20	8	8	92.14	3,317	41	3	1	1	17	29	117.1	4,804	
Albany	34	8	10	18	3	13	88.41	3,006	37	6	3	9	16	12	105	3,804½	
Albany	134	9	64	73	27	54	95.50	14,574	159	8	4	12	82	65	118.6	18,900	
Albany	137	17	37	54	39	59	93.6	14,729	167	30	3	33	90	44	119.4	18,394½	
NEW BRUNSWICK.	1441	190	303	693	182	506	92.52	133,331	1515	141	62	292	655	627	115.7	175,208	

* In any school where there were 90 teaching days in the first term and 125 in the second term, the actual number of days the schools were open in those districts is reduced to 90 days. In any school where there were 125 teaching days in the first term and 90 in the second term, the actual number of days the schools were open in those districts is reduced to 125 days. In any school where there were 125 teaching days in both terms, the actual number of days the schools were open in those districts is 125 days.

TABLE VII. PUBLIC SCHOOLS: VISITS—PUBLIC EXAMINATIONS—PRIZES: FOR THE YEAR ENDED, 30TH JUNE, 1886.

COUNTIES.	THE SECOND TERM CLOSED 31st DECEMBER, 1885.										THE FIRST TERM CLOSED 30th JUNE, 1886.													
	VISITS.					EXAMINATIONS.					PRIZES.		VISITS.					EXAMINATIONS.					PRIZES.	
	No. by the Trustees and Secretary.	No. by the County Inspector and Local Superintendent.	No. by Clergymen.	No. by Teachers.	No. by other visitors.	No. of Schools holding public examinations during the Term.	No. of Schools not holding public examinations during the term.	No. of prizes given to the pupils.	Value of the prizes.	No. by the Trustees and Secretary.	No. by the County Inspector and Local Superintendent.	No. by Clergymen.	No. by Teachers.	No. by other visitors.	No. of Schools holding public examinations during the Term.	No. of Schools not holding public examinations during the Term.	No. of prizes given to the pupils.	Value of the prizes.						
Albert.....	151	47	14	22	281	28	30	6	\$8 10	154	51	9	19	38	391	37	23	3	\$4 00					
Carleton.....	323	81	51	80	792	88	34	21	18 70	425	79	...	59	105	1068	111	28	46	26 60					
Charlotte.....	310	34	4	50	109	689	77	9	3 80	413	108	1	61	101	1168	101	32	16	10 80					
Glooucester.....	304	33	2	32	50	783	53	17	2 50	380	61	5	56	93	1065	58	14	2	80					
Kent.....	462	35	2	74	95	928	69	41	21	10 15	415	86	4	41	90	1048	67	34	11					
King's.....	363	125	2	32	78	1139	112	35	22	6 62	453	120	...	35	151	1548	110	51	15					
Madawaska.....	143	32	22	36	406	23	11	8	11 15	157	...	1	15	47	394	27	7	...	...			
Northumberland..	392	94	10	95	81	682	95	15	8	7 25	427	35	6	200	84	963	101	12	11					
Queen's.....	203	38	1	23	57	598	68	15	7	2 05	298	32	2	23	73	1010	70	21	24					
Restigouche.....	89	1	5	31	30	149	21	7	...	101	21	2	35	18	174	20	9	6	3 25					
Saint John.....	851	58	4	276	242	1891	164	11	38	28 55	836	181	33	341	354	4162	169	9	156					
Sunbury.....	70	14	...	5	18	251	24	12	1	1 00	92	20	4	9	18	332	26	15	6					
Victoria.....	89	31	5	13	6	141	21	13	1	25	98	1	3	28	8	208	28	9	...					
Westmorland.....	562	90	5	52	157	1207	101	53	12	6 55	752	146	...	60	148	1543	110	49	24					
York.....	379	54	3	56	111	1024	124	38	38	21 15	412	112	4	58	101	1351	120	47	42					
New Brunswick,	4691	767	43	826	1172	10961	1068	373	209	\$127 82	5413	1053	71	1040	1429	16425	1155	360	362	\$340 64				

TABLE VIII. PUBLIC SCHOOLS: AVERAGE SALARIES OF TEACHERS FOR THE YEAR ENDED 30TH JUNE, 1886.
FROM THE RATES PAID IN THE TERM ENDED 30TH JUNE, 1886.

COUNTIES.	AVERAGE RATE PER YEAR TO MALE TEACHERS.			AVERAGE RATE PER YEAR TO FEMALE TEACHERS.		
	Average.	Average.	Average.	Average.	Average.	Average.
	1st Class.	2nd Class.	3rd Class.	1st Class.	2nd Class.	3rd Class.
Alford	\$433 73	\$302 62	\$226 00	\$250 00	\$215 50	\$183 37
Camden	401 23	322 23	271 00	286 14	225 39	193 73
Chatham	336 00	330 63	301 00	317 00	248 23	215 78
Concord	408 00	364 23	232 85	287 50	207 00	177 55
East	418 33	300 50	208 35	223 33	203 40	184 46
East	401 55	280 75	201 00	258 00	209 85	175 59
East	357 50	313 00	212 33	274 55	224 00	195 58
East	266 42	378 66	235 16	212 33	212 33	184 81
East	635 00	257 10	212 00	282 50	221 00	189 14
East	756 70	435 00	267 66	392 62	272 75	207 35
East	356 66	314 25	233 50	305 00	201 27	164 64
East	425 00	323 00	246 00	308 75	219 23	188 28
East	406 76	324 21	232 35	308 75	232 29	186 16
East	340 53	324 90	241 00	326 90	215 63	185 12
in Brunswick	27 85	27 74	221 08	3304 55	327 06	3166 87

TABLE IX. PUBLIC SCHOOLS: DISBURSEMENT OF PROVINCIAL GRANTS, FOR THE YEAR ENDED DECEMBER 31st, 1886.

COUNTIES.	FOR SECOND TERM ENDED DECEMBER 31st, 1885.				FOR FIRST TERM ENDED JUNE 30th, 1886.				FOR THE YEAR.	
	Ordinary Grants.	Superior Schools.	Grammar Schools.	Total.	Ordinary Grants.	Superior Schools.	Grammar Schools.	Special to those teaching in poor Districts (included in amt. in Column I.)	Total.	Total spec'l aid to those teaching in poor districts.
Albert.....	\$2,118 13	\$305 69	\$163 73	\$2,587 55	\$2,204 25	\$499 01	\$172 22	\$182 51	\$2,875 48	\$327 08
Carleton.....	4,584 27	480 19	175 00	5,239 46	5,307 18	625 00	175 00	205 55	6,107 18	565 20
Charlotte.....	4,553 98	368 81	175 00	5,097 79	5,071 75	495 96	167 94	225 20	5,735 65	384 10
Gloucester.....	2,554 90	370 04	175 00	3,099 94	2,687 84	375 00	169 32	286 02	3,232 16	563 88
Kent.....	4,160 96	487 60	164 60	4,813 16	3,397 47	498 01	175 00	213 05	4,070 48	669 82
King's.....	5,861 78	613 86	168 07	6,643 71	6,586 88	622 02	175 00	407 06	7,383 90	711 30
Madawaska.....	1,258 91	.....	.....	1,258 91	1,106 30	.....	.....	119 81	1,106 30	244 72
Northumberland.....	4,226 14	248 64	173 09	4,647 87	4,413 76	246 03	175 00	217 48	4,836 79	394 27
Queen's.....	3,462 17	373 76	147 77	3,983 70	3,877 48	358 63	148 81	294 97	4,384 92	513 30
Restigouche.....	1,007 75	122 52	175 00	1,305 27	922 57	125 00	175 00	53 37	1,222 57	101 79
St. John.....	8,121 75	371 16	175 00	8,667 91	8,366 97	375 00	175 00	291 37	8,916 97	524 50
Saguenay.....	1,383 40	124 37	150 00	1,657 77	1,599 12	125 00	167 50	159 11	1,891 62	292 05
Victoria.....	1,241 49	125 00	174 12	1,540 61	1,282 47	121 03	174 31	158 74	1,577 81	323 05
Westmorland.....	6,637 64	607 54	175 00	7,420 18	6,686 61	618 92	175 00	399 43	7,480 53	811 92
York.....	6,309 46	610 24	.....	6,919 70	6,135 95	651 79	.....	310 35	6,787 74	624 19
N. Brunswick,	\$57,482 75	\$5,209 42	\$2,191 38	\$64,883 55	\$59,648 60	\$5,736 40	\$2,225 10	\$3,614 04	\$67,610 10	\$7,051 77
										\$132,493 65

* Paid by the University of New Brunswick.

TABLE X. PUBLIC SCHOOLS: APPORTIONMENT OF COUNTY FUND TO TRUSTEES FOR THE YEAR ENDED JUNE 30TH, 1886.
Part One.—SECOND TERM ENDED DECEMBER 31ST, 1885.

Drafts issued by the Chief Superintendent, payable by the respective County Treasurers.

COUNTIES.	Grand Total days' attendance of Pupils; recited for County Fund Apportionment (Term 101 days.)	(1) In respect of the services of qualified Teachers exclusive of Assistants, for the time the Schools were in Session.	(2) In respect of the average number of Pupils in attendance, as compared with the whole average number of Pupils attending the Schools in the County and the time in operation.	Special to Poor Districts (embraced in column 1.)	(3) Special to Poor Districts (included in column 2.)	Total to the Trustees, This Term.		(4) Rate per Pupil in attendance the full Term per column 2.	
						Whole amount apportioned this Term.	Total special to Poor Districts, (included in column 3.)	In Ordinary Districts.	In Poor Districts.
Albert.....	95,914½	\$780 44	\$1,068 91	\$54 86	\$50 32	\$1,849 35	\$105 18	\$1 12+	\$1 49+
Carleton.....	211,972½	1,719 60	1,785 15	109 71	79 77	3,504 75	189 48	0 85+	1 13+
Charlotte.....	230,978	1,619 36	2,293 69	81 09	54 55	3,913 05	135 64	1 00+	1 33+
Gloucester.....	153,212	1,099 07	2,143 03	120 64	192 16	3,242 10	312 80	1 41+	1 88+
Kent.....	230,252	1,766 67	1,626 03	214 45	157 29	3,392 70	371 74	0 71+	0 95
King's.....	235,670½	2,216 63	1,625 92	121 25	56 03	3,842 55	177 28	0 69+	0 93-
Madawaska.....	70,609	570 41	730 99	55 05	64 58	1,301 40	119 63	1 04+	1 39+
Northumberland.....	233,055½	1,638 04	2,140 31	97 67	57 75	3,778 35	155 42	0 83-	1 24-
Queen's.....	111,341	1,164 27	938 28	85 16	48 81	2,102 55	133 97	0 85+	1 13+
Restigouche.....	63,869	415 02	643 68	21 38	16 55	1,058 70	37 93	1 02-	1 36-
St. John.....	579,061	2,631 43	5,313 47	82 68	65 98	7,944 90	148 66	0 92+	1 23+
St. Mary.....	47,450	544 43	453 22	61 94	38 57	997 65	100 51	1 15+	1 53+
Sunbury.....	55,519	584 97	466 53	80 45	48 84	1,051 50	129 29	0 85-	1 13
Victoria.....	378,439½	2,413 21	3,244 54	175 89	148 29	5,657 75	324 18	0 87-	1 15+
Westmorland.....	221,922½	1,963 17	1,680 90	137 97	70 71	3,644 07	208 68	1 01+	1 35
York.....									
New Brunswick.....	2,919,266	\$21,126 72	\$26,154 65	\$1,500 19	\$1,150 20	\$47,281 37	\$2,650 39	\$0 90+	\$1 20+

TABLE X. PUBLIC SCHOOLS: APPORTIONMENT OF COUNTY FUND TO TRUSTEES FOR THE YEAR ENDED JUNE 30TH, 1886.

Part Two.—FIRST TERM ENDED JUNE, 1886.

Drafts issued by the Chief Superintendent, payable by the respective County Treasurers.

COUNTIES.	Grand Total days' attendance of Pupils; returned for County Fund Apportionment (Term 126 days)	(1) In respect of the services of qualified Teachers exclusive of Assistants, for the time the Schools were in Session.	(2) In respect of the average number of Pupils in attendance, as compared with the whole average number of Pupils attending the Schools in the County and the time in operation.	(3) Specia! to Poor Districts (em- braced in column 1.	(4) Specia! to Poor Districts (in- cluded in column 2.)	Total to the Trustees, This Term.		Rate per Pupil in attend- ance the full Term per column 2.	
						Whole amount apportioned this Term.	Total special to Poor Districts, (included in column 3.)	In Ordinary Districts.	In Poor Districts.
Albert.....	150,676 1/2	\$899 84	\$74 86	\$57 35	\$132 21	\$1,849 35	\$0 79 +	\$1 06 -	
Carleton.....	359,399 1/2	2,011 18	116 12	62 10	178 22	3,504 75	0 52 +	0 70 -	
Charlotte.....	361,246 1/2	1,919 51	107 94	51 65	159 59	3,913 05	9 69 +	0 93 -	
Gloucester.....	220,189	1,150 72	134 50	175 47	309 97	3,242 10	1 20 -	1 59 +	
Kent.....	256,452	1,445 28	111 57	108 79	220 36	3,384 16	0 96 -	1 28 -	
King's.....	337,709 1/2	2,349 74	162 45	69 65	232 10	3,842 55	0 56 -	0 74 +	
Madawaska.....	79,966 1/2	465 68	52 86	86 66	139 52	1,301 40	1 32 -	1 75 +	
Northumberland.....	330,794 1/2	1,702 74	115 07	66 91	181 98	3,778 35	0 79 +	1 05 +	
Queen's.....	181,056 1/2	1,362 60	113 68	45 40	159 08	2,102 55	0 51 +	0 69 -	
Restigouche.....	84,016 1/2	375 72	23 41	23 87	47 28	1,063 44	1 03 +	1 37 +	
St. John.....	713,257 1/2	2,756 49	105 91	84 88	190 79	7,944 90	0 92 -	1 22 +	
Sunbury.....	84,113 1/2	661 01	80 16	29 81	109 97	961 45	0 47 +	0 63 +	
Victoria.....	77,675 1/2	537 17	62 88	43 14	106 02	1,051 50	0 83 +	1 11 +	
Westmorland.....	498,866 1/2	2,408 12	164 67	136 93	301 60	5,657 85	0 82 +	1 09 +	
York.....	317,196 1/2	1,900 13	121 53	79 91	201 44	3,628 35	0 68 +	0 91 +	
New Brunswick.....	4,052,615	\$21,945 93	\$1,547 61	\$1,122 52	\$2,670 13	\$47,225 75	\$0 78 +	\$1 05 -	

TABLE XI. SUPERIOR SCHOOLS: FOR THE YEAR ENDED JUNE 30TH, 1886.

Part One.—TERM ENDED DECEMBER, 1885.

Embodied in Table IX and Foregoing Tables.

NO. AND NAME OF DISTRICT.	PARISH.	COUNTY.	TEACHER.	PROVINCIAL ALLOWANCE.	TOTAL TO COUNTY.
Elgin Corner, No. 2.	Elgin.	Albert.	W. B. Jonah.	\$118 81	
Hillsboro', No. 2.	Hillsboro'.	"	Reverdy Steeves.	61 88	
Hopewell, No. 2.	Hopewell.	"	Rufus P. Steeves.	125 00	\$305 69
Florenceville, No. 4.	Simonds and Wicklow.	Carleton.	C. T. Hendry.	121 29	
Jacksonville, No. 7.	Wakefield.	"	S. D. Alexander.	123 76	
Lakeville, No. 6.	Wilnot.	"	Frank B. Carvell.	123 76	
Hartland, No. 3.	Brighton.	"	G. W. Fleming.	111 38	480 19
Campobello, No. 1.	Campobello.	Charlotte.	R. Limond, M. D.	118 81	
North Head, No. 1.	Grand Manan.	"	S. W. Irons.	125 00	
Town of St. Stephen.	St. Stephen.	"	P. Geo. McFarlane, A. B.	125 00	368 81
Bathurst Village, No. 16.	Bathurst.	Gloucester.	D. McIntosh.	125 00	
Petit Rocher, No. 4.	Beresford.	"	Jerome Bondereau.	121 28	
Tracadie, No. 3.	Saumarez.	"	Mary McDonald.	123 76	370 04
Welford Station, No. 5.	Harcourt.	Kent.	James N. Wathen.	116 32	
Kingston, No. 2.	Richibucto.	"	Geo. A. Coates.	125 00	
Bass River, No. 9.	Weldford.	"	J. F. Dorothay.	121 28	
Buctouche, No. 1.	Wellington.	"	T. E. Colman, A. B.	125 00	487 60
Hampton Station, No. 2.	Hampton.	Kings.	F. E. Whelpley.	125 00	
Havelock Corner, No. 8.	Havelock.	"	Peter Girdwood.	125 00	
Clifton, No. 5.	Kingston.	"	J. E. Wenmore.	113 86	
Springfield Corner, No. 2.	Springfield.	"	F. S. Chapman.	125 00	613 86
Apoahqui, No. 25.	Studholm.	"	George N. Pearson.	125 00	
<i>Forward,</i>					\$2,626 19

TABLE XI. PART ONE.—Continued.

No. AND NAME OF DISTRICT.	PARISH.	COUNTY.	TEACHER.	PROVINCIAL ALLOWANCE.	TOTAL TO COUNTY.
Derby, No. 1.....	Derby.....	Northumberland..	<i>Brought Forward</i> J. J. Clark.....	.....	\$2,626 19
Town of Newcastle.....	Newcastle.....	"	Philip Cox, A. B.....	\$125 00	
Lower Jemseg, No. 1.....	Cambridge.....	Queens.....	L. I. Flower.....	123 64	248 64
Gaspereaux, No. 5.....	Chippman.....	"	Gavin Hamilton.....	125 00	
Waterville, No. 4.....	Johnston.....	"	Wm. A. Somerville.....	125 00	373 76
Campbellton, No. 1, A.....	Addington.....	Restigouche.....	F. M. McLeod, A. B.....	123 76	
Milford, No. 13.....	Lancaster.....	St. John.....	John E. Dean.....	122 52	122 52
City of Portland.....	Portland.....	"	{ James McIntyre.....	125 00	
Quaco, No. 2.....	St. Martins.....	"	{ Wm. Brodie, Jr., A. B.....	120 92	
Central Manguerville, No. 2.....	Manguerville.....	"	A. H. Sherwood.....	2 72	371 16
Grand Falls, No. 7.....	Grand Falls.....	Sunbury.....	Wm. Thurrott.....	122 52	124 37
Dorchester, No. 2.....	Dorchester.....	Victoria.....	Mary Truswell.....	124 37	125 00
Town of Moncton.....	Moncton.....	Westmoreland.....	F. M. Cowperthwaite.....	125 00	
Sackville, No. 11.....	Sackville.....	"	S. C. Wilbur.....	123 76	
Petitecodiac, No. 1.....	Salisbury.....	"	Theo. H. Belyea.....	123 64	
Salisbury, No. 24.....	"	"	John Brittain.....	123 76	
Keswick Ridge, No. 1.....	Bright.....	"	Ralph Colpitts.....	115 10	
Canterbury, No. 4.....	Canterbury.....	York.....	John Farley.....	121 28	607 54
Nashwaaksis, No. 1.....	Douglas.....	"	Louis E. Young.....	118 81	
Harvey Station, No. 2.....	Manners-Sutton.....	"	Alonzo Kelly.....	122 52	
Marysville, No. 3.....	St. Marys.....	"	Alex. Heron.....	125 00	
New Brunswick.....			W. T. Day.....	118 91	610 24
				125 00	
				.....	\$5,209 42

TABLE XI. Part Two.—TERM ENDED JUNE 30TH, 1886.

NO. AND NAME OF DISTRICT.	PARISH.	COUNTY.	TEACHER.	PROVINCIAL ALLOWANCE.	TOTAL TO COUNTY.
Alma, No. 5,	Alma,	Albert,	Thomas E. Colpitts,	\$125 00	
Elgin Corner, No. 2,	Elgin,	"	W. B. Jonah,	124 01	
Hillsboro, No. 2,	Hillsboro,	"	Reverdy Steeves,	125 00	
Hopewell, No. 2,	Hopewell,	"	Rufus P. Steeves,	125 00	\$499 01
Hardland, No. 3,	Hardland,	Carleton,	George W. Fleming,	125 00	
Bristol, No. 1,	Brighton,	"	Demore W. Ross,	125 00	
Fluenceville, No. 4,	Kent and Peel,	"	C. T. Hendry,	125 00	
Jacksonville, No. 7,	Simonds and Wicklow,	"	S. D. Alexander,	125 00	
Lakeville, No. 6,	Wakefield,	"	Frank B. Carvill,	125 00	625 00
Campobello, No. 1,	Wilnot,	"	R. Lamoind, M. D.,	125 00	
North Head, No. 1,	Campobello,	Charlotte,	S. W. Irons,	125 00	
La Fosse, No. 13,	Grand Manan,	"	Heber J. Burgess,	125 00	
Town of St. Stephen,	St. George,	"	P. Geo. McFarlane, A. B.,	120 96	495 96
Belhurst Village, No. 16,	St. Stephen,	"	Donald McIntosh,	125 00	
Pein Roebur, No. 4,	Bathurst,	Gloucester,	Jerome Boudreau,	125 00	
Tremble, No. 3,	Beverford,	"	Mary McDonald,	125 00	375 00
Wellford Station, No. 3,	Sassimaru,	"	Jas. N. Watben,	123 01	
Kingston, No. 2,	Harcourt,	Kent,	Geo. A. Coates,	125 00	
Pass River, No. 3,	Richibucto,	"	J. F. Dorothy,	125 00	
Parcebo, No. 1,	Wellford,	"	T. E. Coleman, A. B.,	125 00	498 01
Hampton Station, No. 2,	Wellington,	"	F. E. Whippley,	125 00	
Havelock Corner, No. 8,	Hampton,	Kings,	Peter Girdwood,	124 01	
Clifton, No. 5,	Havelock,	"	J. E. Wetmore,	123 01	
Inghold Corner, No. 2,	Kingston,	"	Fred. S. Chapman,	125 00	
Springfield,	Springfield,	"	Forward,		\$2,422 98

TABLE XL. PART TWO.—Continued.

NO. AND NAME OF DISTRICT.	PARISH.	COUNTY.	TEACHER.	PROVINCIAL ALLOWANCE.	TOTAL TO COUNTY.
Apoahqui, No. 25	Studholm	Kings	<i>Brought forward</i>	.....	\$2,492 98
Derby, No. 1	Derby	Northumberland	Geo. N. Pearson	\$125 00	622 02
Town of Newcastle	Newcastle	"	J. J. Clarke	121 03	
Lower Jemseg, No. 1	Cambridge	Queens	Philip Cox, A. B.	125 00	246 03
Gaspereau, No. 5	Chipman	"	L. I. Flower	125 00	
Waterville, No. 4	Johnston	"	Gavin Hamilton	124 50	
Campbellton, No. 1 A	Addington	"	Wm. A. Souerville	109 13	358 63
Milford, No. 13	Leicester	Restigouche	F. M. McLeod, A. B.	125 00	125 00
City of Portland	Portland	St. John	John E. Dean	125 00	
Quaco, No. 2	St. Martins	"	J. W. Hickson	125 00	
Central Manguerville, No. 2	Manguerville	Sunbury	A. H. Sherwood	125 00	375 00
Grand Falls, No. 7	Grand Falls	Victoria	Wm. Thurrott	125 00	125 00
Dorchester, No. 2	Dorchester	Westmorland	Mary Truswell	121 03	121 03
Town of Moncton	Moncton	"	F. M. Cowperthwaite	125 00	
Sackville, No. 11	Sackville	"	S. C. Wilbur	119 95	
Peticodiac, No. 1	Salisbury	"	Geo. J. Oulton	123 97	
Salisbury, No. 24	"	"	John Brittain	125 00	
Keswick Ridge, No. 1	Bright	York	Ralph Colpitts	125 00	618 92
Canterbury, No. 4	Canterbury	"	John Farley	132 74	
Nashwaaksis, No. 1	Douglass	"	Louis E. Young	120 04	
Harvey Station, No. 2	Manners-Sutton	"	Alonzo Kelly	125 00	
Forest City, No. 14	Northlake	"	Alex. Heron, Jr.	124 01	
Marysville, No. 3	St. Marys	"	Nelson W. Brown	125 00	651 79
			W. T. Day	125 00	
					\$5,736 40

Part One.

[illegible]

TABLE XII. Part Two. GRAMMAR SCHOOLS: THE TERM ENDED JUNE 30TH, 1886.
(INCLUDED IN PREVIOUS TABLES.)

LOCALITY.		COUNTIES.	PARISHES.	NAMES OF PRINCIPALS.	Total number of Departments under Principal's supervision.		PUPILS.		PROVINCIAL GRANT, &c.—SALARY OF THE PRINCIPAL.		MODERN COURSE.		CLASSICAL COURSE.			
					No. of Teachers and Assistants.	No. of Departments.	Whole No. of Pupils enrolled.	No. of Pupils on the Register.	No. of Pupils daily present.	Legally authorized days Principal's Department was open.	Provincial aid.	Salary from the Trustees per Term.	Total Salary for 8 months.	Standard.		Standard.
														IX	X		XI	XII
Albert.....	Harvey.....			Nath. Duff.....	2	2	44	26	124	\$172.22	\$175.00	\$347.22	9			
Carleton.....	Woodstock.....			Robert Landalls, A. B.....	11	11	57	15	135	175.00	175.00	350.00	13			
Charlotte.....	St. Andrews.....			Wm. Brodie, Jr., A. B.....	6	6	27	29	119	167.94	200.00	367.94	11	5	2	
Gloucester.....	Bathurst.....			F. B. Meagher, A. B.....	3	3	32	29	120	169.32	175.00	344.32	9			
Kent.....	Richibucto.....			J. S. Harrison, A. B.....	4	4	40	27	124	175.00	200.00	375.00	5			
Kings.....	Sussex.....			S. A. McLeod, A. B.....	4	4	60	34	124	175.00	200.00	375.00	7	18		
Northumberland.....	Chatham.....			Isaac Palmer, A. B.....	4	4	44	32	134	175.00	225.00	400.00	7			
Queens.....	Gagetown.....			John R. Dunn, A. B.....	2	2	28	16	125	148.81	150.00	298.81	2	2		
Restigouche.....	Dalhousie.....			C. H. Cowperthwaite, A. B.....	3	3	42	26	134	175.00	225.00	400.00	5			
Saint John.....	Saint John City.....			W. M. McLean, A. B.....	3	3	104	81	123	175.00	517.50	692.50	13	6	27	
Sunbury.....	Sheffield.....			Frank M. Kelly, A. B.....	3	3	56	27	136	167.50	167.50	335.00	7	3	4	
Victoria.....	Sudover.....			R. Granville Day, A. B.....	2	2	39	22	125	174.31	125.00	349.31	10	3	1	
Westmorland.....	Shediac.....			J. G. A. Belyea, A. B.....	5	5	289	40	23	175.00	200.00	375.00	20	8	44	
York.....	Fredericton.....			Geo. R. Parkin, A. M.....	3	3	149	110	111	.....	200.00	.....	29	19	77
New Brunswick.....					65	55	717	473	.....	\$2225.10	\$2300.00	\$4525.10	113	32	17
															44	

† Paid by the University of New Brunswick.

**Issue of School Licenses awarded upon Examination in December, 1885,
and June, 1886.**

The number of applicants for each class will be seen from the preceding table.
The following list contains the names of successful candidates only:—

December, 1885.

GRAMMAR SCHOOL CLASS.—John S. Harrison, A. B.

FIRST CLASS.—Arthur L. Calhoun, A. B., Thomas A. Currie, A. B., Frederick A. Dixon, A. B., Harrison Gross, A. B., Bertha A. Brittain, Emma D. Gunter, S. Whitfield Hartt, Lizzie S. Read.

SECOND CLASS.—Thos. A. McGarrigle, A. B., Annie H. Alexander, Fred. A. Butler, James Boyle, Eliza J. Cluston, Albert W. Clark, Minnie Cowan, Alice B. Donald, Emily Estey, Minnie R. Nicholson, Jessie B. Lottimer, Sarah McKinnin, Mary A. McL. Fowlie, Neida E. Purdy, Fanny E. Wheeler, Wm. J. Virtue, Albert J. Beckwith, Chas. H. Carnwath, Willet S. Connors, Edgar M. Copp, Royal W. Ferguson, Alex. H. Goodwin, James Irving, Jr., Chas. H. Milton, Scott E. Morrill, Frank A. Sharpe, Allen W. Strong, Lydia E. Alexander, Selina Bilodeau, Jessie E. Bishop, Emma L. Bradshaw, Janet Buie, Laura J. Bray, Sarah A. Cameron, Florence E. Carman, B. Annie M. Carroll, Evangeline M. Carter, Minnie A. Copp, Mary T. Crabb, Edith E. Crawford, Clara C. Curry, Sarah A. Dean, Janet A. Dickson, Annie Doak, Annie T. Douglas, Mary Ann Elkin, Ethel Fairweather, Lydia O. Fairweather, Sarah A. Fowler, Susan I. Gaskin, Marinda N. Gray, Mary Etta Hartt, Sabra E. Houghton, Elizabeth Hopkins, Grace V. Hopkins, Nellie F. Jordan, Ada Kincaid, Ella J. Kirkpatrick, Marie S. Landry, Minnie Love, Phoebe H. Lovely, Lizzie Manzer, Sarah J. McDonald, Ella J. McKay, Minnie McKay, Bessie McLeod, Maggie E. McLeod, Mary McLeod, Cynthia B. McMackin, Anna K. Millar, Annie Moore, Mary A. Muir, Alice Munroe, Mabel Murray, Susan M. Nicholson, Aggie E. Ogilvie, Marion V. Overton, Minnie J. Porter, Anna W. Power, Carlotta A. Read, Domitilde Richard, Emeline Ross, Edith E. Sherwood, Ida M. Smith, Annie L. Squires, Alma L. Stennick, Edith Thompson, Ella M. Veazey, Maud S. Warman, Annie H. Watson, Armina Whitehouse, Clara E. Williams.

THIRD CLASS.—Maud E. Coughy, Nellie F. Evans, Jennie V. Ring, Egbert A. Crawford, Milton E. Harrington, Chas. M. McLean, Eugene H. Theriault, Kate Appleby, Aggie O. Belyea, Ella W. Boone, Freddie M. Dunphy, B. Mabel McLaughlan, Alma, K. McLean, Maggie A. Monahan, Dorothy McCully, Chas. A. Amos, James T. Brown, Sarah M. Arnold, Alice E. Avar, Florence M. Barbour, Mary E. Berry, Nora K. Berry, Mary J. Boone, Kate A. Cameron, Kate H. Chrystal, Ida A. Clarke, Ella J. Connell, Sarah Currie, Emma E. Dorcus, Mary J. W. Elliott, Ella E. Elliott, Mary M. Erskine, Mary Gooldrup, Hannah McK. Green, Mary J. Hayden, Ella B. Hayes, Janie Herbison, Katie A. Kane, Carrie E. Kelly, Alice M. A. Lipsett, Lizzie E. Mazerolle, Mary A. Mazerolle, Annie A. Logue, Myrtle McEachern, Mary T. McManus, Clara M. Murray, Annie A. Nason, Mary L. Nason, Gertie Peters, R. Jennie Price, Annie

L. Rogers, Annie Ryan, Georgianna Tays, Lina A. Underhill, Mary A. Waters, Augustin Comneau, Cyril O. Dupuis, Peter P. Frenette, Theodore Langis, Alphonse LeBlanc, Pierre F. Richard, Sophie Albert, Agnes Cyr, Mary J. Frenette, Philomene Frenett, Mary P. Godin, Marie Jaillet, Mary A. Landry, Mary, L. LeBlanc, Alfred S. Estey, Lucelia A. Currie, Annie E. McAnespy, Annie M. McLean, Katie Murphy.

June, 1886.

GRAMMAR SCHOOL.—Chas. H. Barker, A. B., Willard E. McIntyre, A. B., Louise E. W. Narraway, A. B.

FIRST CLASS.—Edward J. Broderick, A. B., T. A. McGarrigle, Alex. W. Macrae, A. B., Annie Adams, Ida H. Adams, Nellie T. Blair, Clara E. Bridges, Albert W. Clark, Stainslaus Doucet, Helena A. Duffy, Beatrice E. Duke, Ethel M. Estabrooks, Mary Fawcett, Phoebe T. Ford, Mabel C. Hunter, Ada Kincaid, Minnie Murray, Marshall E. Mott, Fred. W. Murray, Maggie F. McLeod, Maggie H. McCluskey, Isabel S. McIntosh, Marion V. Overton, Harrie E. Palmer, Amasa Plummer, Wilfred L. Randall, Chas. P. Steeves, Annie L. Richardson, Alice M. Robinson, Sarah Sharpe, Bessie G. Thompson, John B. Young, Hattie S. Weldon, Alice M. M. Wilkinson, Etta Barlow, Herbert G. Burgess, Fred. Goodwin, Kate L. Hopkins, Emma L. Turner.

SECOND CLASS.—Kate Appleby, Margaret S. Cox, Adeline Arseneau, Chas. McQ. Avard, Addie Calder, Louise F. Chase, Cecelia K. Dixon, Lucretia Estabrooks, Maggie S. Mersereau, Ada L. McGibbon, Agnes McCann, Cora E. Robinson, Annie W. Wilson, Harvey A. T. Walton, John P. Adams, Daniel B. Bailey, George H. V. Belyea, Judson A. Cleveland, Frank A. Good, Horton B. Hetherington, Luther R. Hetherington, Arthur C. M. Lawson, Harry M. Machum, Edwin T. McKnight, Edgar L. Morrison, Wm. R. Reud, John C. Robertson, Fred. J. Steeves, David R. Tabor, Samuel C. Weston, Bessie L. Barker, Nina M. Benson, Mary M. Brehaut, Laura L. Burpee, Bertie E. Chase, Ida B. Day, Armina E. DeBow, Marie E. F. DeBow, Maggie A. Devereaux, Annie A. Dykeman, Elizabeth E. Gaunce, Barbara E. Goodyne, Mary E. Grant, Amy D. Hendry, Drusilla Hodgins, Alberta A. Knollin, Sarah E. Ladds, Ada E. Marven, Annie Montgomery, Ella Murphy, Mabel S. Murray, Bessie O'Keefe, Hattie A. Pinkerton, Annie D. Powers, Lucy A. Robinson, Mabel V. Seelye, Ella F. Spinney, Annie A. Titus, Eliza D. Turnbull, Minnie B. Wheeler, Jean T. Young, Katie A. Carleton, Emily V. Corbett, Sinclair H. Davis, Eveline Enslow, Alice Fairweather, Martha C. Lockie, William J. Mahoney, Herbert S. Steeves, Annie V. Graves, Maggie Barden, Bessie Carter, Ellen G. McLaughlin, Alice McGuire, Annie Cassidy, Annie McGirr, Bridget Cosgrove.

THIRD CLASS.—Nellie D. Allen, Eliza J. Allison, Ida M. Dorcus, Frances J. McGinn, Bessie Taylor, Ella A. Smith, Wm. J. Babington, Mason R. Benn, Charles Campbell, Oliver J. McAuley, Samuel J. McConnell, John Montgomery, Robert S. Orchard, Howard W. Snider, Freeman W. Tabor, Eliza M. Burnett, Nettie M. Crowley, Annie Draper, M. Ella Duff, Phoebe I. Emack, Alva F. G. Fowler, Mary E. Griffiths, Lottie M. Lockhart, Rebecca Long, Maggie L. Magill, Maggie I. Menzie, Jessie Mooers, Lizzie Robinson, Rose A. Shortill, Maud B. Skillen, Annie Sprague, Laura B. Thompson, Harry W. Beveridge, Frank O. Brun, Arthur W. Hickson, Melvin H. Keith, Hedley Marr, Lemuel S. McLeod, John A. McNeil, Frank Milton,

Wm. H. Virgie, Annie S. Babington, Violet Barker, Maggie J. Barnes, Annie DeV. Bolton, Elizabeth Boudreau, Philomene Boudreau, Jennie Carter, Eliza A. Clancy, Ella B. Clark, Katie J. Colpitts, Mary L. Fisher, Elizabeth Frenette, Claire Girouard, Sara Girouard, Marie J. Godin, Eveline A. Grannan, Minnie Harquail, Ada H. Hastay, Helen B. Hetherington, Sarah C. Keene, Josephine E. Magill, Mabel J. Mann, Ella M. McAlary, Agnes McAnespy, Maggie McKee, Laura M. Morrison, Marie L. Richard, Hannah P. Secord, F. May Stark, Minnie L. Sullivan, Cassie Thompson, Maggie E. Walker, Maud S. Wheeler, Agnes M. White, Caroline Young, Etta E. Harding, L. Ada Lambert, Ida A. Erb, Cath. Murray, Pierre H. Legere, Frank E. Churchill, George H. Laskey, James P. Nowlan, Susan L. Tingley, Mary J. Arsenault, Annie C. Brophy, Kate S. Branch, Emelienne LeBlanc, Robina Noble, Nanette Belliveau.

TABLE XV. PUBLIC SCHOOLS: LIBRARIES.

DISTRICT SCHOOL LIBRARIES ESTABLISHED DURING THE YEAR ENDED DECEMBER 31st, 1886.

LOCALITY.			PARTICULARS.	VALUE.			Number of Volumes.
County.	Parish.	District.		Local.	Provincial.	Total.	
Kent.....	Wellington.....	No. 7.....	Pd. August 2, 1886,	\$41 45	\$20 00	\$61 45	70

TABLE XVI.—PUBLIC SCHOOLS.

*Travelling Expenses paid to Student-Teachers attending the Normal School
during the Term ended June, 1885.*

(Allowance of Mileage, 3 cents a mile.)

No.	NAME.	COUNTY.	AMOUNT.
1	Edgar Brundage,	Kings,	\$6 00
2	N. W. Brown,	York,	2 70
3	Heber J. Burgess,	Kings,	6 42
4	Ed. L. O'Brien,	Gloucester,	16 80
5	Mary A. Burpee,	Carleton,	4 50
6	Ada M. Everett,	"	4 20
7	Clara I. Shea,	"	3 90
8	Clara A. D'Orsay,	St. John,	4 08
9	Chas. McQ. Avar,	Westmorland,	13 80
10	Fred. A. Butler,	"	13 80
11	James W. Campbell,	Kings,	5 94
12	O. L. Charlton,	"	5 94
13	Jerome Dawson,	Albert,	9 60
14	Wellington Dawson,	"	9 60
15	D. W. Keith,	Kings,	9 00
16	R. B. White,	Queens,	5 40
17	Malcolm McDonald,	"	3 60
18	Marmaduke McDonald,	"	4 89
19	W. L. McDiarmid,	Kings,	5 94
20	L. B. Orchard,	Queens,	5 40
21	Stephen L. Peacock,	Westmorland,	14 10
22	Chas. H. Perry,	Kings,	9 00
23	Hamilton Price,	"	9 00
24	Ed. A. Riley,	Westmorland,	13 80
25	Wm. J. Riley,	"	13 80
26	R. S. Starkey,	Queens,	5 70
27	Robert Wallace,	"	3 90
28	Mary M. Anderson,	St. John,	4 08
29	Annie B. Arnold,	York,	1 50
30	Martha G. Biden,	"	18
Forward,			\$216 57

TABLE XVI.—CONTINUED.

No.	NAME.	COUNTY.	AMOUNT.
		<i>Brought forward,</i>	\$216 57
31	Alice M. Black,	Charlotte,	6 24
32	Kate S. Branch,	Gloucester,	16 80
33	Nettie Brown,	Charlotte,	5 40
34	Hannah E. Bunnell,	Kings,	7 32
35	Addie Calder,	Charlotte,	9 12
36	Caroline E. Cameron,	Northumberland,	14 10
37	Bessie Carter	"	13 80
38	Mary L. Christie,	York,	96
39	Eliza J. Cluston,	Northumberland,	14 34
40	Emma Condon,	Westmorland,	9 42
41	Maggie H. Covert,	Charlotte,	10 80
42	Annie Crewdson,	York,	1 38
43	Alice E. Curry,	"	48
44	Sarah E. Daggett,	Charlotte,	10 80
45	Kezia E. Davis,	Queens,	3 60
46	Ida R. Dobson,	Kent,	12 60
47	Alice M. Drake,	St. John,	4 08
48	Helena Duffy,	Sunbury,	42
49	Laura J. Duffy,	Albert,	10 20
50	Matilda Fillmore,	"	12 12
51	Isabella B. Fleiger,	Northumberland,	13 80
52	Helen E. Fotheringham,	"	13 80
53	Clara J. N. Fowler,	Westmorland,	9 42
54	Maggie J. Fowler,	Sunbury,	6 00
55	Selina U. Fowler,	Kings,	5 40
56	Amelia Fullerton,	"	5 70
57	Sarah J. Gray,	St. John,	4 08
58	Damie A. Gunter,	Queens,	5 40
59	Helen A. Hachey,	Gloucester,	16 80
60	Maggie M. Harold,	Carleton,	5 10
61	Fannie A. Hazen,	Kings,	5 46
62	Mary A. Henry,	Westmorland,	8 64
63	Jennie R. Hughes,	Charlotte,	5 70
64	Edith E. Hume,	Carleton,	5 10
65	Alice J. Irving,	Charlotte,	4 86
66	Ellen E. Keith,	Westmorland,	8 64
67	Eliza E. Kilburn,	York,	72
68	Sophie M. Lamont,	Northumberland,	14 40
69	Ellen E. Laskey,	St. John,	4 08
70	Maggie Linton,	Charlotte,	6 54
71	Sarah J. Lockhart,	Kings,	9 00
72	Cath. A. McLaggan,	York,	1 20
73	Kathleen J. McLean,	Northumberland,	13 80
74	Lydia McMillan,	Charlotte,	6 54
Forward,			\$560 73

TABLE XVI.—CONTINUED.

No.	NAME.	COUNTY.	AMOUNT.
		<i>Brought forward,</i>	\$560 73
75	Mary McNair,	Restigouche,	18 66
76	Alice M. McNeil,	Charlotte,	9 12
77	Lavinia McNutt,	York,	90
78	Lillie M. Mercer,	Kings,	5 70
79	Alice M. Miles,	St. John,	4 08
80	Alice Monteith,	Carleton,	3 90
81	Cath. Murray,	Westmorland,	9 42
82	Lucy C. Murray,	Queens,	7 32
83	Minnie Murphy,	Charlotte,	7 20
84	Lottie A. Nichol,	Westmorland,	9 00
85	Grace M. Owens,	Carleton,	5 10
86	Ella S. Pallen,	Northumberland,	13 80
87	Fannie R. S. Palmer,	Queens,	2 10
88	Rhoda M. Patterson,	Sunbury,	42
89	Jessie Purdie,	St. John,	4 08
90	Elwilda Raymond,	Carleton,	4 50
91	Carrie Rayworth,	Westmorland,	14 10
92	Ruby Rice,	Northumberland,	14 10
93	Jennie V. Ring,	Carleton,	3 90
94	Sadie L. Sherwood,	"	4 08
95	Sarah E. Sherwood,	Kings,	7 20
96	S. May Smiley,	"	6 42
97	Adela F. Smith,	"	5 70
98	Amy A. Starkey,	Queens,	5 70
99	Lizzie Sutton,	Kent,	13 26
100	Idella M. Stickney,	Carleton,	4 20
101	Minnie F. Taylor,	Sunbury,	1 50
102	Dora M. Thompson,	Charlotte,	4 86
103	Mary S. Turner,	Carleton,	4 98
104	Minnie H. Turner,	Charlotte,	6 54
105	Vict. C. Wright,	Northumberland,	13 80
106	Pierre M. Belliveau,	Westmorland,	10 56
107	Jean P. Boudreau,	Gloucester,	18 00
108	Alfred S. Estey,	York,	72
109	Basile J. Johnson,	Kent,	13 50
110	Thos. A. Leonard,	Queens,	3 60
111	John Mullrooney,	Kent,	12 00
112	Jaddus H. Robichaud,	"	10 98
113	Herbert V. Steeves,	Albert,	8 70
114	M. D. Sweeney,	Westmorland,	13 80
115	Harvey A. T. Walton,	"	14 10
116	Mary J. Arseneau,	Gloucester,	20 64
117	Domitilde Babinault,	Kent,	14 40
118	Louise Boudreau,	Gloucester,	18 00
Forward,			\$935 37

TABLE XVI.—CONTINUED.

No.	NAME.	COUNTY.	AMOUNT.
		<i>Brought forward,</i>	\$935 37
119	Marie E. Boudreau,	Westmorland,	10 44
120	Rose Bourgeois,	"	9 72
121	Celina Bourque,	Kent,	12 00
122	Elizabeth E. Bourque,	Westmorland,	9 72
123	Marinda M. Brown,	Charlotte,	9 12
124	Marie Cormier,	Kent,	10 50
125	Nellie E. Cripps,	Northumberland,	13 80
126	Agnes M. Dempsey,	Gloucester,	17 10
127	Celia K. Dixon,	Kent,	12 00
128	Eliza A. Dobson,	Westmoreland,	13 80
129	Georginna Fordred,	Kent,	13 26
130	Melissa J. Fowler,	Sunbury,	6 00
131	Janet M. Hunter,	Carleton,	6 12
132	Maggie Y. Jordan,	Charlotte,	6 36
133	Martha C. Lackie,	Kings,	5 70
134	Rose Hache,	Gloucester,	19 32
135	Bessie E. Leonard,	Charlotte,	9 12
136	Rachel M. Long,	Kings,	7 20
137	Emelienne LeBlanc,	Kent,	13 20
138	Mary McNaughton,	"	14 70
139	Katie Murphy,	Charlotte,	7 20
140	Annie L. Parks,	Carleton,	5 10
141	C. Estella Robinson,	Queens,	4 20
142	Henrietta M. Sheck,	Kings,	6 42
143	Alice M. Smith,	Westmorland,	12 00
144	Ella Smith,	Carleton,	3 90
145	Janie M. Smith,	Kent,	13 26
146	Lottie M. Wooden,	Sunbury,	1 20
147	Sadie A. Wanamake,	Kings,	6 00
148	Amanda Clynick, Dec., '84,	York,	2 70
149	Maud E. Coughy,	"	5 70
150	Laura A. Peakes,	Charlotte,	5 40
151	Alice M. Adams,	"	13 80
		Govt. War. No. 149,	\$1241 43

TABLE XVI.—CONTINUED.

Term ended December, 1885.

No.	NAME.	COUNTY.	AMOUNT.
1	Albert J. Beckwith,	Westmorland,	\$8 28.
2	F. C. Brown,	York,	2 70
3	Charles H. Carnwath,	Albert,	10 20
4	W. Spurgeon Connors,	Queens,	4 20
5	E. A. Crawford,	Kings,	5 46
6	R. W. Ferguson,	Queens,	2 10
7	Alex. H. Goodwin,	Westmorland,	13 20
8	M. E. Harrington,	St. John, .	3 90
9	Jas. Irving, Jr.,	Kent,	13 26
10	Chas. M. McLean,	Queens,	3 60
11	Chas. H. Milton,	Westmorland,	13 50
12	S. E. Morrill,	Queens,	7 50
13	F. A. Sharpe,	Kings,	5 88
14	A. W. Strong,	Westmorland,	10 20
15	Eugene H. Theriault,	"	10 50
16	Lydia E. Alexander,	Sunbury,	1 38
17	Flora L. Barteau,	Charlotte,	9 12
18	Aggie O. Belyea,	Kings,	5 82
19	Selina M. Bilodeau,	Kent,	10 50
20	Jessie E. Bishop,	Albert,	10 50
21	Emma E. Bradshaw,	St. John,	5 40
22	Janet Buie,	Northumberland,	14 16
23	Laura J. Bray,	Albert,	10 80
23½	Sarah A. Cameron,	Northumberland,	14 40
24	B. Annie M. Carroll,	"	14 40
25	M. Agnes Copp,	Westmorland,	14 10
26	Mary T. Crabb,	Carleton,	6 12
27	Edith E. Crawford,	Kings,	6 54
28	Sarah A. Dean,	Charlotte,	6 36
29	Janet A. Dickson,	Northumberland,	13 80
30	Annie Y. Douglas,	Kings,	6 42
31	Freddie M. Dunphy,	York,	90
32	Mary A. Elkin,	Northumberland,	13 80
33	Ethel Fairweather,	Kings,	5 46
34	Lydia O. Fairweather,	"	6 42
35	Sarah A. Fowler,	"	8 40
36	Emily F. Frecker,	Kent,	13 32
37	Marinda A. Gray,	Kings,	9 00
38	Mary E. Hartt,	Sunbury,	1 38
39	Sabra E. Houghton,	York,	4 80
40	Lizzie Hopkins,	St. John,	3 90
41	Grace V. Hovey,	Carleton,	3 90
42	Nellie F. Gordon,	"	3 90
Forward,			\$339 48

TABLE XVI.—CONTINUED.

No.	NAME.	COUNTY.	AMOUNT.
		<i>Brought forward,</i>	\$339 48
43	Ella J. Kirkpatrick,	St. John,	6 00
44	Marie S. Landry,	Westmorland,	10 38
45	Minnie Love,	Charlotte,	5 40
46	Phoebe H. Lovely,	Victoria,	5 70
47	Lizzie Manzer,	"	6 00
48	Sarah J. McDougall,	Kent,	12 00
49	Ella J. McKay,	Westmorland,	9 42
50	Minnie McKay,	Restigouche,	20 52
51	B. Mabel McLauchlan,	Charlotte,	5 70
52	Alma K. McLean,	Sunbury,	36
53	Bessie McLeod,	Charlotte,	7 20
54	Maggie E. McLeod,	Northumberland,	12 00
55	Cynthia B. McMackin,	Kings,	9 00
56	Annie K. Miller,	"	11 40
57	Maggie A. Monahan,	Charlotte,	6 60
58	Mary A. Muir,	Queens,	5 40
59	Alice Munroe,	"	4 20
60	Mabel Murray,	York,	54
61	Georgina Nesbitt,	"	2 70
62	Susan M. Nicholson,	"	60
63	Robina Noble,	Northumberland,	14 70
64	Aggie E. Ogilvie,	Kings,	6 60
65	Minnie J. Porter,	Sunbury,	6 00
66	Annie W. Power,	St. John,	5 40
67	Carlotta A. Read,	Albert,	10 50
68	Domitilde Richard,	Northumberland,	12 66
69	Emeline Ross,	Gloucester,	16 80
70	Edith E. Sherwood,	Kings,	5 70
71	Ida M. Smith,	York,	60
72	Annie L. Squiers,	Carleton,	4 68
73	Maggie A. Steeves,	Albert,	9 90
74	Alma L. Stennick,	Sunbury,	90
75	Edith Thompson,	Charlotte,	5 70
76	Susan L. Tingley,	Westmorland,	14 10
77	Ella M. Veazey,	Charlotte,	5 70
78	Maud S. Warman,	Kent,	13 26
79	Annie H. Watson,	Charlotte,	5 70
80	Armina Whitehouse,	Carleton,	4 80
81	Clara E. Williams,	St. John,	3 90
82	Dorothy McCully,	Kings,	7 80
83	Chas. A. Amos,	Westmorland,	14 10
84	James T. Brown,	Queens,	5 70
85	Sarah M. Arnold,	York,	25
86	Alice E. Avard,	Westmorland,	13 80
		Forward,	\$669 85

TABLE XVI.—CONTINUED.

No.	NAME.	COUNTY.	AMOUNT.
		<i>Brought forward,</i>	\$669 85
87	Florence M. Barbour,	Albert,	12 12
88	Nora K. Berry,	"	9 18
89	Mary J. Boone,	Carleton,	5 10
90	Katie A. Cameron,	Northumberland,	14 10
91	Katie H. Chrystal,	Kent,	13 26
92	Ida A. Clark,	Charlotte,	5 40
93	Ella J. Connell,	St. John,	3 90
94	Sarah Currie,	York,	1 50
95	Mary M. Davidson,	Sunbury,	2 10
96	Ella E. Elliott,	Northumberland,	14 16
97	Mary M. Erskine,	Charlotte,	6 54
98	Carrie M. Ferguson,	Sunbury,	2 10
99	Mary Goldrup,	Albert,	10 20
100	Hannah McK. Green,	Carleton,	6 54
101	Janie Herbison,	Charlotte,	6 54
102	Kate A. Kane,	Gloucester,	16 80
103	Lizzie E. Mazerolle,	Kent,	14 40
104	Mary A. Mazerolle,	York,	60
105	Annie A. Logue,	Sunbury,	90
106	Loretta Manning,	Kings,	7 38
107	Myrtle McEachern,	Northumberland,	14 34
108	Mary T. McManus,	Westmorland,	10 38
109	Clara M. Murray,	"	14 10
110	Annie A. Nason,	Sunbury,	1 38
111	Gertie Peters,	Carleton,	5 10
112	R. Jennie Price,	"	3 90
113	Annie L. Rogers,	"	3 90
114	Annie Ryan,	Westmorland,	9 60
115	Georgina Tays,	Kings,	5 46
116	Lena A. Underhill,	Carleton,	3 72
117	Mary L. Waters,	St. John,	4 50
118	Augustine Commeau,	Gloucester,	18 00
119	Cyril O. Dupuis,	Westmorland,	10 38
120	Peter P. Frenette,	Gloucester,	18 00
121	Theo. Langis,	"	18 00
122	Alphonse LeBlanc,	Westmorland,	10 38
123	Pierre F. Richard,	Kent,	13 32
124	Sophie Albert,	Madawaska,	10 38
125	Agnes Cyr,	Kent,	14 40
126	Mary J. Frenette,	Gloucester,	18 00
127	Philomene Frenette,	Restigouche,	18 90
128	Mary P. Godin,	Gloucester,	18 00
129	Marie Jaillet,	Kent,	12 00
130	Mary A. Landry,	Gloucester,	18 60
Forward,			\$1097 41

TABLE XVI.—CONTINUED.

No.	NAME.	COUNTY.	AMOUNT.
		<i>Brought forward,</i>	\$1097 41
131	Mary L. LeBlanc,	Westmorland,	10 80
132	M. Olive Rice,	Madawaska,	9 60
133	Domine Voutour,	Kent,	14 40
134	Augustine F. Hache,	Gloucester,	19 20
135	Minnie Sullivan,	Kent,	13 98
136	John J. Symes, June, '85,	York,	72
137	Helena K. Mulherrin, "	Carleton,	4 14
138	Minnie A. Cowan, Dec. '84,	"	4 08
139	Edith E. Saunders, June, '85,	Charlotte,	6 24
140	A. Maud Grierson, "	Kent,	14 10
141	Elizabeth Warman, "	"	12 00
142	Annie M. McLean, "	Queens,	5 58
143	Frankie L. Dykeman, "	"	2 40
144	Julia A. Fitzgerald, "	Northumberland,	13 80
145	Mary E. McKinnon, "	St. John,	3 78
146	Kate Donovan, "	"	4 26
147	Lucretia A. Currie, "	York,	1 80
148	Alonzo D. Jonah, "	Albert,	9 90
149	Amanda McWilliam, "	Westmorland,	9 42
150	T.L.T.M'Knight, do. & Dec. '84	Kings,	7 14
151	Mary J. Hawkes, June, '85,	York,	90
152	Nettie E. Tweedie, "	Kings,	5 82
153	Marian J. McLeod, "	"	4 80
154	Annabell Hoyt, "	Albert,	4 08
155	Annie F. Sutton, June, '86,	Kent,	13 32
156	Stanislaus Doucett, "	Gloucester,	18 00
157	Elizabeth Boudreau, "	"	18 00
158	Philomene Boudreau, "	"	18 00
		Gov't War. No. 1134,	\$1347 67

Drafts for the above issued during February and August, 1886.

TABLE XVII. PUBLIC SCHOOLS: YEAR ENDED DECEMBER 31st, 1886.

STATEMENT OF CHIEF SUPERINTENDENT'S PROVINCIAL DRAFTS TO TEACHERS,
AND OF COUNTY FUND DRAFTS TO TRUSTEES.

(Summarized in Tables IX and X.)

MEMORANDUM.	PROVINCIAL DRAFTS TO TEACHERS.	COUNTY FUND DRAFTS TO TRUSTEES.
<i>For Term ended December 31st, 1885.</i>		
References.—Warrants Nos. 146, 147, 148, 841....	\$64,883 55	
Amount County Fund for Term ended December 31st, 1885.....		\$47,281 37
<i>For Term ended June 30th, 1886.</i>		
References.—Warrants Nos. 1131, 1132, 1133, 1326,	\$67,610 10	
Amount County Fund for Term ended June 30th, 1886.....		47,225 75
Total.....	\$132,493 65	\$94,507 12

4. State (1) How the grand total days' attendance made by the enrolled pupils may be found. (2) How the number of teaching days may be found in any Term. (3) Under what conditions a Teacher under contract with Trustees may lawfully terminate it. (4) Under what conditions an Assistant-Teacher may be employed.

CLASS I.

I. [1] TEACHING AND SCHOOL MANAGEMENT. *Time, 2 hours.*

1. Define Method, and specify several of the principles upon which it is based.
2. Describe your method in teaching *Color, Number*, and state the principles involved.
3. State and illustrate the difference between *deductive* and *inductive* methods of teaching.
4. (1) Describe the teaching of a lesson in History you may have witnessed. (2) Make a criticism thereon. (In your criticism note the manner and language of the Teacher as well as the method employed; also the probable effect of such a lesson upon the pupils as respects (1) knowledge; (2) mental discipline).
5. Discuss good discipline under the following headings: (1) Characteristics; (2) results; (3) motives to be cultivated; (4) habits to be formed.
6. What is meant by school organization? Describe a properly organized school.

I & II. [2] SCHOOL SYSTEM. *Time, 30 min.*

1. What is the nature of the Teacher's contract with Trustees? How may it be lawfully terminated?
2. Detail the mode of support provided by the Schools Act.
3. What is the Teacher's duty with respect to (1) Time-Tables? (2) Roll call? (3) School Returns? (4) Having the school-room ready for the reception of pupils? (5) The physical welfare of the pupils? (6) The Public School property under his charge?
4. Who has power to suspend or expel a pupil from School, and under what circumstances?
5. How do you find (1) The average daily attendance of the enrolled pupils for a Term? (2) The percentage of attendance?
6. When is the annual School Meeting held? What notice should be given of the Meeting? What is the duty of Trustees with respect to the Minutes of the Meeting?

I. [3] BOOK-KEEPING. *Time, 45 min.*

1. In what respects does the Ledger in Double Entry Book-keeping differ from that in Single Entry?
2. Give the Rules for Journalizing. What is meant by Trial Balance; and how is it made?

QUESTIONS

SET TO CANDIDATES FOR THE DIFFERENT CLASSES OF TEACHERS'
LICENSE AT THE EXAMINATION IN JUNE, 1886.

GRAMMAR SCHOOL.--Professional Papers.

] TEACHING AND SCHOOL MANAGEMENT. *Time, 2 hours.*

Define Education and Instruction, and point out the relation of the one to the other.

Define Method as applied to teaching, and illustrate your principles of Method in the teaching of *two* of the following subjects:—*Form, Grammar, Geometry, First Steps of Reading.*

Specify and characterize the faults of temper which induce in children a habit of indifference, and point out appropriate means by which the teacher may do much to remove this defect of character where it exists, and prevent its acquisition where it does not exist.

(1) Define *perception, conception, attention*, (automatic and volitional), and state in respect of each the condition of its strength, (2) How may volitional attention be developed and strengthened.

Name six Educational Reformers, the countries to which they respectively belonged, and the times in which they lived. Give the leading features of the method advocated or practised by *two* of them.

Define Discipline, and specify some of the means upon which you rely for its promotion in your school. Justify the means you enumerate.

Specify the physiological reasons requiring the careful regulation of the school-room in respect of (1) temperature, (2) cleanliness, and (3) ventilation.

Name the leading points to be considered in the arrangement of a Time-Table, and show why each is essential.

] SCHOOL SYSTEM. *Time, 30 min.*

State the principles which regulate the apportionment of the County Fund to Trustees, and show on what respect it tends to secure school privileges in a District.

Give the substance of the amendments to the Schools Act in 1884.

State the nature and extent of the Teacher's duty and authority over his scholars outside the school-room.

I. [6]

GENERAL HISTORY.

Time, 1 hour.

1. From what several centres is civilization supposed to have sprung, and through what Nations has its progress been successively carried on?
2. Give a brief account of the Peloponnesian War under the following heads :—Cause, Chief Events, Principal Leaders, Results.
3. What were the boundaries of the Roman Empire in the time of Augustus? What three civilizations did it include? What was the condition of Rome at this time? For what is the Augustan age especially remarkable?
4. What was the object of the Crusades? What were their effects on (1) Commerce, (2) Feudalism, (3) Chivalry, (4) Intellectual Development?
5. Explain briefly the signification or application of the following terms :—Hegira, Trial by Ordeal, Hanseatic League, Pragmatic Sanction, Alchemy, Balance of Power, The Reign of Terror.

I. [7]

USEFUL KNOWLEDGE.

Time, 1 hour.

1. Describe the position and structure of the lungs. What changes occur in the blood during respiration, and what consequences result therefrom?
2. State briefly the constituents of wheat flour, and show how you would proceed to demonstrate their presence.
3. Give a summary of what is meant by the circulation of matter.
4. What are the chief agencies involved in the formation of soils? What conditions determine fertility or sterility? What is the part played by manures?
5. (1) Describe a mode of preparing oxygen; (2) Contrast the properties of this gas with those of nitrogen.

I. [8]

COMPOSITION.

Time, 1 hour.

1. Define *perspicuity*, *energy*, and *grace* as respects style.
2. Form sentences to illustrate the shades of meaning between each pair of the following synonymes :—*Educate* and *instruct*; *proud* and *vain*; *crime* and *vice*; *graceful* and *elegant*; *inconsistent* and *incongruous*.
3. Quote from "The Merchant of Venice" examples of the following figures of Speech :—*Simile*, *metonymy*, *hyperbole*, *epigram*.
4. (1) In what measure is "The Merchant of Venice" written? (2) Scan the following lines :—

"This is no answer, thou unfeeling man,
To excuse the current of thy cruelty."

5. Express in a paraphrase not exceeding twelve lines, the following thought :—

How many cowards, whose hearts are all as false
As stairs of sand, wear yet upon their chins
The beards of Hercules and frowning Mars,
Who, inward search'd have livers white as milk,
And these assume but valour's excrement,
To render them redoubted !

I. [9]

ENGLISH GRAMMAR.

Time, 1 hour.

1. Give the *general* and *particular* analysis of the following passage:—

“ In terms of choice I am not solely led
 By nice direction of a maiden's eyes ;
Besides the lottery of my destiny
Bare me the right of voluntary choosing :
 But, if my father *had* not *scanted* me,
 And *hadg'd* me by his wit to *yield* myself
 His wife who wins me by *that means* I told you,
*Yoursel*f, uncrowned *prince*, then *stood as fair*
 As any comer I have looked on yet
 For my affection.”

2. Parse the words in *italics* in the foregoing passage.
3. Parse each word of the following sentence:—“But me no buts.” What part of speech is the word *but* in the fifth line of the passage above? Name other parts of speech which the word *but* may be, and give examples.
4. Name the inflectional parts of speech and state the inflections to which they are subject. Give all the inflectional forms of I, lion, boy, go.
5. Distinguish between *gerunds* and *participles*, and give examples.

I. [10]

ENGLISH LITERATURE.

Time, 1 hour.

Merchant of Venice.

1. Name some of the dominant passions whose workings the poet depicts in this play, and quote to illustrate your answer.
2. Quote Bassanio's soliloquy on outward show.
3. Contrast the character of Portia and Jessica.
4. By whom and on what occasions were the following lines uttered?

(1) I am Sir Oracle,
 And when I open my lips let no dog bark.
 (2) Stay the very riping of the time.
 (3) Thou gaudy gold,
 Hard lord for Midea, I will none of thee.
 (4) I never did repent for doing good,
 Nor shall not now.
 (5) I pray you give me leave to go from hence ;
 I am not well.

5. (a) Quote from the play several instances of Shakespeare's use (1) of the double negative; 2) of *verba ac versa*.
6. Comment upon the following words and phrases: *fisher*, *me*, *inculped*, *upon*, *sooth*, *truth*, *withal*, *methinks*.
7. Point out several instances of peculiar grammatical construction in the play.

I. [11]

ARITHMETIC.

Time, 1 hour 30 min.

Answers must contain the whole operation.

1. Give the formula for finding the amount of a sum of money at Compound Interest, and show by what processes you would lead your pupils to determine the formula.
2. What are the two methods employed in finding the discount of a sum of money? Which method is adopted in practice? Is it right or wrong in principle? Give reasons for your answer. Apply both methods to the solution of the following question:—Find the discount of \$460 for 4 months at 7 per cent. per annum.
3. What is meant by equation of payments? Give the usual rule for finding the equated time for any number of payments, and show whether it is founded upon strictly correct principles. Find the equated time for paying off a debt of \$1,265.18 if $\frac{1}{4}$ is payable at present, and $\frac{1}{4}$ every three months until all is paid.
4. If a fraction in its lowest terms is converted into a decimal, when will one or other of the following results occur:—(1) A finite decimal, (2) a mixed circulating decimal, (3) a pure circulating decimal? Demonstrate your statement.
5. How can any number of mean proportionals be found between two given numbers? Find three mean proportionals between 1 and 2.
6. If a merchant commence business with a capital of \$12,000, and each year, after paying all expenses, increase the capital of the former by a fifth part of itself, how much will he be worth at the end of 30 years?
7. The metre contains 39.37079 English inches; find the value of an inch, a foot and a mile in terms of the metre.
8. Explain briefly the Metric System of Weights and Measures, and point out some of its advantages.

Satisfactory answers to any seven of the foregoing questions will be marked as a full paper.

I. [12]

GEOGRAPHY.

Time, 1 hour, 30 minutes.

1. Briefly describe the motions of the Earth.
2. State how to find (1) the duration of evening twilight at Saint John on the 2nd June, and (2) the altitude of the sun at noon of the same day at Fredericton.
3. In what directions and on what waters would a ship sail in going from Dantzic to Hong-Kong, and what would her cargo probably consist of both in going and returning?
4. Compare each Province of the Dominion with New Brunswick as respects (1) area (2) population, regarding New Brunswick as 1 in both cases.
5. Name the British possessions in Asia, and describe their respective geographical positions.
6. Where are the following places, and for what are they noted? Tarsus, Bethlehem, Mandalay, Tokio, Quito, Navarino, Metz, Gibraltar, Prague.
7. Draw on the paper furnished you an outline map of Africa, indicating and naming the chief mountains and rivers; also locate the four largest towns.

N. B.—The examiner will allow 70 marks as the full value for the first six questions, and 30 marks for the 7th question.

I. [13]

PHYSICS.

Time, 1 hour.

1. Enumerate the points of difference and resemblance between *permanent* and electro-magnets, and some of the uses to which they have respectively been applied.
2. (1) How is sound propagated from the sounding body to the ear? What makes the difference between *acute* and *grave* sounds?
3. (1) Describe the process by which the sense of sight informs us of the existence of external objects. (2) Whence do non-luminous bodies derive the light by which they become visible? (3) Explain the process by which *non-luminous* bodies appear to be of various colours.
4. Compare the respective velocities of *sound* and *light*, and mention a simple fact which shows the difference.

I. [14]

GEOMETRY.

Time, 1 hour 30 min.

1. Equal chords in a circle are equally distant from the centre; and conversely those which are equally distant from the centre, are equal to one another.
2. If two cords in a circle cut one another, the rectangle contained by the segments of one of them, is equal to the rectangle contained by the segments of the other.
3. Describe an isosceles triangle, having each of the angles at the base double of the third angle.
4. The sides about the equal angles of triangles, which are equiangular to one another, are proportionals; and those which are opposite to the equal angles, are homologous sides.
5. If four straight lines be proportionals, the rectangle contained by the extremes is equal to the rectangle contained by the means.
6. Equiangular parallelograms have to one another the ratio which is compounded of the ratios of their sides.

N. B.—Female Candidates for Class I. will receive credit for any work correctly done in the last four of the above Questions.

I. [15]

ALGEBRA.

Time, 1 hour 30 min.

Exhibit the work.

1. From $x^2 + px + q = 0$, find x .
2. From the value of x in the preceding equation, deduce several important inferences which will hold for any quadratic equation.
3. Solve $\frac{x-1}{x+1} - \frac{5}{6} = \frac{2}{7(x-1)}$.
4. Solve $\frac{x + \sqrt{12a^2 - x}}{x - \sqrt{12a^2 - x}} = \frac{a+1}{a-1}$.
5. From $x - y = 2$, $x^3 - y^3 = 152$, find x and y .

-
6. A certain rectangle contains 300 square feet ; a second rectangle is 8 feet shorter and 10 feet broader, and also contains 300 square feet ; find the length and breadth of the first rectangle.
 7. Multiply $x^4 + x^2 + 1$ by $x^{-4} - x^{-2} + 1$.
 8. The sum of three terms in Geometrical Progression is 63, and the difference of the first and third terms is 45 ; find the terms.

N. B.—Female Candidates will receive credit for any work correctly done.

I. [16] NATURAL PHILOSOPHY. *Time 1 hour.*

1. A ship moves forward 30 feet while a ball is falling from the mast to the deck, a distance of 80 feet ; how far did the ball move ?
2. A horizontal force of 12 lb is resolved into two components, one of which is a vertical force of 25 lb ; what is the magnitude and direction of the other component ?
3. State clearly the conditions of equilibrium of three forces acting upon a body.
4. Describe each of the so-called Mechanical Powers, and state the conditions of equilibrium for each.
5. Weights of 2, 4, 6 and 8 lbs. are hung at equal distances along a rod 40 inches long. At what point must the rod be suspended so as to remain horizontal ?
6. Where would be the centre of gravity of weights 7, 9, 11 and 13 lbs. placed consecutively at the corners of a square whose side is 40 inches ?
7. A body is projected vertically upwards with a velocity of 360 ft. per second ; how far will it ascend in 10 seconds ? How far before it will return to the ground ?

I. [17] PRACTICAL MATHEMATICS. *Time, 1 hour.*

Female Candidates will receive credit for work correctly done.

1. How many acres are contained in a field of the form of a regular octagon, whose side is 5 chains ?
2. How many square inches of gold-leaf will gild a globe 1 foot in diameter ?
3. Find the number of square yards in a quadrilateral, whose diagonals are 420 and 325 feet respectively, and the contained angle 30° .
4. State how to find the height of an object standing on an inclined plane.
5. Trace the value of the sine and co-sine through the four quadrants.

CLASS II.

II. [1] TEACHING AND SCHOOL MANAGEMENT. *Time, 2 hours..*

1. Distinguish between *teaching* and *telling* ; *instruction* and *education* ; *nature* and *character*.
2. (1) What are the qualities of good reading ? (4) Show how such qualities may be secured.

3. (1) What is meant by the observing powers? (2) Name several subjects specially suited for the cultivation of such powers. (3) Illustrate by means of Notes for a Lesson on *one* of the subjects you have specified in (2) how the observing powers may be cultivated.
4. (1) Name the qualities you would seek to impart in Arithmetic. (2) State in what way you would seek to secure them.
5. (1) Name the fundamental principles of classification. (2) Name other considerations which should be taken into account in classifying pupils.
6. (1) Name the subjects of instruction which you consider the most important in our ordinary schools. (2) What proportion of School time would you set apart for teaching those subjects? (3) Show in tabular form your weekly allotment of time for each subject prescribed to be taught in ungraded Schools.

II. [3]

BOOK-KEEPING.

Time, 45 min.

1. On Jan. 13th 1886, James White sold to Robert Black 8 barrels flour at \$6.75, 20 lb tea at 45 cts., 50 lb sugar at 12 cts., and 10 gallons molasses at 45 cts.
On the 17th James White bought from Robert Black 4 barrels potatoes at \$1.20, 3 barrels apples at \$2.75, and 22 cwt. of hay at \$12 per ton, and gave his note of hand (give the amount) payable in 3 months for the balance. You are to enter the above transactions in proper form, in the Day-book and Ledger kept by James White and also in Day-book and Ledger kept by Robert Black.
2. Explain the following terms :—Account Current, Assets, Cheque, Commission, Draft, Discount, Voucher, Inventory.

II. [6]

BRITISH HISTORY.

Time, 1 hour.

1. Name the Plantagenet Sovereigns and mention the leading features of the Period.
2. Briefly describe the character of Henry VII.
3. Explain the following terms or events in connection with British History :—Hep-tarchy, Dane-geld, The Saxon Chronicle, Magna Charta, Spanish Armada, Thorough, Wars of the Roses, Indian Mutiny.
4. When and under what circumstances were the following battles fought :—Crecy, Bannockburn, Dunbar, Blenheim, Flodden?
5. Name the chief events during the reign of Queen Victoria.
6. In what way were the following names specially connected with British History :—William Wallace, Cardinal Wolsey, Oliver Cromwell, Bacon, Robert Walpole, Duke of Wellington?

II. [7]

USEFUL KNOWLEDGE.

Time, 1 hour.

1. What are the chief constituents of the atmosphere? Contrast their properties, and state how each may be separately obtained.
2. Given jars containing separately the following gases :—Hydrogen, Oxygen, Carbonate Acid. What resemblances and what differences would they present?

3. Name some of the more useful varieties of *woody fibre*, with the sources from which they are obtained.
4. Name the principal Artificial Manures, and explain briefly their action as fertilizers.
5. Describe briefly the actual effect of alcohol on (1) the heart, and (2) the muscles.

11. [8]

COMPOSITION.

Time, 1 hour.

1. Put the following stanza into prose form, making such changes both in the construction and in the words as may be necessary to bring out clearly the idea :—

Then rose the choral hymn of praise,
And trump and timbral answered keen ;
And Zion's daughters poured their lays,
With priest's and warrior's voice between.

2. Define *substitution*, *expansion*, *contraction*, *enlargement*, and give an example of each.
3. (1) Name the general principles to be observed in the construction of paragraphs.
(2) Expand the following sentence into an Historical Paragraph :—Joan of Arc entered Orleans, drove the English from the walls, defeated them in several battles, and restored to the French King the provinces he had lost.
4. Express the following proposition by a paraphrase (1) in its *simplest* form, (2) in its *expanded* form : —“ *Thrice is he armed that hath his quarrel just.*”

11. [9]

ENGLISH GRAMMAR.

Time, 1 hour.

1. Give the *general* and *particular* analysis of the following passage :—

“ If you are not the heiress born,
And I,” said he, “ the lawful heir,
We two will wed to-morrow morn,
And you shall still be Lady Clare.”

2. Parse the words in *italics* in the foregoing passage.
3. Illustrate from the foregoing passage the distinction between *shall* and *will*. Give other examples of this distinction.
4. What is meant by *case*, *passive voice*, *gender*, *mood*, *a complex sentence*.
5. Form abstract nouns of the following adjectives :—*Brief*, *poor*, *dear*, *servile*, *secret*, *luminous*.
6. Give the past tense and past participle of the following verbs :—*Drink*, *stand*, *lay*, *drive*, *swell*, *speak*.

11. [10]

ENGLISH LITERATURE.

*Time, 1 hour.**Reader V.*

1. Write from memory two consecutive stanzas of the poem “ Lady Clare.”
2. Quote from Reader instances of the use of (1) *as* with the same meaning as *if*; (2) *but* as a negative relative, that is, for *who*—*we*; (3) *Notwithstanding*; (4) *Well*.

3. (1) Name the authors of the following quotations :
 (2) The poems from which the quotations are made :
 (a) "Casting weak words amid a host of thoughts armed to repel them."
 (b) "The future, like the gathering night was ominous and dark."
 (c) "What lovely visions yield their place to cold material laws."
 (d) "Is there no hand on high to shield the brave?"
 (e) "Still on it creeps,
 Each little moment at another's heels."
 4. Give any important facts in connection with the authors you have named.
 5. Give the reference or make notes upon the *italicised* words or phrases in the following lines :—
 (1) Nor ever shall the *Muse's* eye.
 (2) Theme of *primeval* prophecy.
 (3) He had *safe-conduct* for his band.
 (4) *I trow they did not part in scorn.*
 (5) *Let the dead Past bury its dead.*
 6. (1) Give the derivation of *primeval*, *ominous visions*; (2) Name other derivations from the same root.

II. [11]

ARITHMETIC.

Time, 1 hour 30 min.

Exhibit the work.

1. 23 is what per cent. of 92? (2) 15 is what per cent. of 80? (3) What per cent. of \$18 is 2 cents! (4) What per cent. of £1 is 1s.?
2. Find by Practice the price of 313 acres, 3 roods, 25 rods, at £2 15 6 per acre.
3. If 57 men can build a wall 426 yards in length, 10 feet in height, in 46 days by working ten hours a day, how many men would be required to build a wall 700 yards in length, 8 feet in height, in 36 days when they work 8 hours per day.
4. From the formula $I = P r t$, find the value of P , r , and t respectively, and frame and solve a practical example to illustrate the use of each of the resulting formulas.
5. A sum of \$400 was deposited on a child's fifth birthday to remain at compound interest, at 5 per cent. per annum, till his twenty-first birth day, what would the sum then amount to?
6. (1) Divide .002316 by 142.137. (2) Show how you would explain the reason for the Rule of Division of Decimals.
7. How many litres of wheat can be put into a vessel that is 2 metres long, 1.3 metres wide, and 1.5 metres high?
8. Explain how any number may be multiplied by 11 by annexing a cipher to it and then adding the number.

N. B.—7 Questions make a full paper.

II. [12]

GEOGRAPHY.

Time, 1 hour 30 min.

1. Define *climate*, and state the conditions which affect it at any place.
2. State how (1) to rectify the globe for the latitude of a place; (2) To find the declination of the sun and the place to which he is vertical at noon on any given day.
3. In what directions and on what waters would a vessel sail in going from St. Petersburg to Calcutta?
4. Name the British Possessions in America, with their chief Exports.
5. Describe briefly the physical features of the Dominion of Canada.
6. Where are the following places, and for what are they noted:—Odessa, Singapore, Riga, Brussels, Dundee, Rugby, Havannah.
7. Draw on the paper furnished you an outline Map of the Province of Ontario, with the chief rivers and towns indicated and named.

N. B.—The Examiner will allow 70 marks as the full value of the first six questions, and 30 marks for the seventh question.

II. [13]

PHYSICS.

Time, 1 hour.

1. What is meant by the specific gravity of a body? What bodies will float in water? Should a person fall accidentally into deep water how should he act in order to diminish the danger of his sinking?
2. From what substances and how could you develop electricity and show its power of attraction?
3. Describe some simple experiments which show the *downward* and upward pressure of the air.
4. Upon what properties of liquids does the action of the Hydraulic Press depend?
5. Explain the construction and principle of action of the Suction Pump, and the fact that by such a Pump water can be raised as high as 30 feet while mercury cannot be raised as many as 30 inches.

Read this paper over before commencing the work.

I. F. & II. M. [14]

GEOMETRY.

Time, 1 hour 30 min.

1. Define the terms *angle*, *circle*, *parallelogram*, *postulate*, *axiom*, *problem*, *theorem*, *corollary*.
2. Prove that any two sides of a triangle are together greater than the third side.
3. Draw a straight line through a given point, parallel to a given straight line.
4. Show that the sum of the interior angles of any rectilineal figure together with four right angles, is equal to twice as many right angles as the figure has sides.
5. *Prove that the opposite sides and angles of a parallelogram are equal to one another, and that the diagonal bisects it.*

6. Divide a straight line into two parts, so that the rectangle contained by the whole and one of the parts shall be equal to the square of the other part.

Female Candidates for Class I. will omit the 1st and 4th of the preceding questions, and work the following instead:

- a. Equal chords in a circle are equally distant from the centre; and conversely, those which are equally distant from the centre, are equal to one another.
- b. Inscribe a square in a given circle.

N. B.—Female Candidates after working this paper, are at liberty to take the paper set to Male Candidates for Class I., and will receive credit for any work correctly done in the last three questions.

I & II. [15]

ALGEBRA.

Time, 1 hour 30 min.

For Female Candidates, Class I, and Male Candidates, Class II.

1. (1) Define the terms *factor, coefficient, power exponent*.
- (2) Find the numerical value of $\frac{b^2 - 2bc + c^2 + e^2}{a^2 - 2ab + b^2 + a^2}$ if $a = 1, b = 2, c = 3, d = 4, e = 0$.
2. (1) State the Rule for Subtraction. (2) Show the reason for the Rule by operating upon an example.
3. (1) Give the Rule for finding the square of the sum or of the difference of two numbers. (2) Find the square of $a + b + c$, and of $d - e + f - g$.
4. Show how you can readily ascertain whether $x^n + y^n$ is divisible by $x + y$ and by $x - y$.
5. From the following equations, find the value of x :—
- (1) $\frac{x+4}{3} - \frac{x-4}{5} = +2\frac{3x-1}{15}$
- (2) $\frac{x+1}{7} + x(x-2) = (x-1)^2$
- (3) $\sqrt{9x+4} + \sqrt{9x-1} = 3$.
6. The sum of two numbers is 44, and their ratio is that of 5 to 6; required the numbers.
7. Divide a line of 60 inches into three such parts that the second may be double of the first, and the third triple the same.

N. B.—When Female Candidates have worked this Paper, they will be at liberty to work the Paper set to Male Candidates for Class I, and will receive credit for any work correctly done.

CLASS III.

III. [1]

TEACHING AND SCHOOL MANAGEMENT.

Time, 2 hours.

1. Describe your method of teaching the First Steps of Reading.
2. Show how you would develop ideas (1) of Number, (2) of Fractions.
3. Name the means you would employ with a view of securing correct language on the part of your pupils.

-
4. Describe the means you would adopt to make your pupils good penmen.
 5. State in what way you propose to deal with pupils who come with unprepared lessons.
 6. (1) How much time would you set apart per day for each of the following subjects:—Reading, Writing, Arithmetic? (2) Name three other subjects and state the time per day you would devote to each.
-

III. [2]

SCHOOL SYSTEM.

Time, 30 min.

1. Name the three sources of support for Schools.
 2. What is the duty of Teachers with respect to (1) Time Tables? (2) Temperature of the School-room? (3) Ventilation? (4) Public Examinations? (5) School Returns?
 3. When is the annual School Meeting held? Who can vote at such meetings? At what hour must all School Meetings be held?
 4. When do the School Terms begin and end?
 5. What is the provision in aid of (1) School libraries? (2) Poor Districts?
-

III. [6]

BRITISH HISTORY.

Time, 1 hour.

1. Name the leading events in English History during the Roman Period.
 2. (1) What Kings were most successful in resisting the Danes? (2) Give a brief account of the struggle.
 3. (1) What is meant by Magna Charta? (2) What causes led to its being drawn up? (3) What steps were taken to compel the King to sign it?
 4. (1) What is meant by the Commonwealth? (2) How long did it last? (3) Name the chief events during this period.
 5. (1) Name the Sovereigns of the House of Brunswick. (2) What have been the leading features during this period? (3) Give a brief account of the reign of one of these Sovereigns.
-

III. [7]

USEFUL KNOWLEDGE.

Time, 1 hour.

1. What are the different kinds of Cotton, Linen, Wool and Silk? Name the chief seats of their manufacture.
2. Describe the following metals, and state the uses of each:—Lead, Tin, Zinc, Mercury.
3. From what sources or materials are the following common things derived:—Ink, Paper, India Rubber, Parchment, Glass, Steel?
4. State what you know about Cork, Sponge, Coral?
5. Show why attention to the ventilation of School-rooms is necessary.

III. [8]

COMPOSITION.

Time 1 hour.

1. Correct where necessary the following :

He is not older than me. He went in the woods and was lost. He bought the book at Black's, the publisher. It had not ought to be. He is not yet here ; he ought to. He does not speak good. He is the same boy who I saw at the concert, I think. I am well posted in the rules of Grammar.

2. Put the following passage into prose form :

And new a gallant tomb they raise,
With costly sculptures decked ;
And marbles, storied with his praise,
Poor Gelert's bones protect.

3. Form a complex sentence having the word *animals* as the subject of the principal clause.
4. Write a letter to the Secretary of a Board of School Trustees in answer to an advertisement for a Teacher.
(Do not put your own name to the letter).

III. [9]

ENGLISH GRAMMAR.

Time, 1 hour.

1. Give the *general* and *particular* analysis of the following sentence :—

I am sorry, friend, that my vessel *is already chosen*, and that I cannot therefore sail with the *son of the man who served my father*.

2. Parse the words in *italics* in the foregoing sentence.
3. In how many ways may adjectives be compared ? Give examples.
4. Give the third person singular of each tense of the Indicative Mood of the verb *go*.
5. Define the following :—*Transitive verb*, *abstract noun*, *adverb*, *conjunction*, and give an example of each.
6. Give the past tense and past participle of the following verbs :—*Fly*, *make*, *sew*, *write*, *sit*, *stand*.

III. [10]

ENGLISH LITERATURE.

Time, 1 hour.

1. From what authors are the following quotations made :—

- (a) "Yet beautiful and bright he stood
As born to rule the storm."
- (b) "He careth not for the winter wild
Nor those desert regions chill."
- (c) "Delightful visitant ! with thee
I hail the time of flowers."
- (d) "So stooping down as needs he must
Who cannot sit upright."
- (e) "There was joy in the ship as she furrowed the foam,
For fond hearts within her were dreaming of home."

2. Quote two stanzas from "The Loss of the Royal George."

3. Put the thought in the following stanza into words of your own :—

“What time the daisy decks the green
Thy certain voice we hear.
Hast thou a star to guide thy path
Or mark the rolling year?”

4. Explain the following *italicised* words and phrases :—

- (1) “Thou *fliest the vocal vale*.”
- (2) “The white sails swelling to the breeze
Are *mirrored* in those summer seas.”
- (3) “And melts in *ambient* air away.”
- (4) “*Buckler and baldric* richly dight.”
- (5) “Right on DeBoune *the whiles* he passed.”

III. [11]

ARITHMETIC.

Time, 1 hour 30 min.

Exhibit the work.

1. The selling price of a property was \$6,324 $\frac{1}{4}$; the gain was \$139 $\frac{3}{4}$; what was the cost price?
2. How many times will a wheel 15 $\frac{1}{2}$ feet in circumference turn in running one mile?
3. Bought apples at the rate of 5 for 7 cents; how much did I pay for 4 dozen?
4. Reduce 1 acre, 2 yards, to feet, and prove the correctness of your answer by reversing the process.
5. Reduce .525 and 1.125 to vulgar fractions; multiply them together in that form and reduce the result to decimals. Prove by multiplying the decimals as they stand.
6. show that $\frac{3}{11}$ of ($\frac{7}{9} + 1\frac{2}{3}$) is equal to $\frac{1}{3}$ of 20 $\frac{3}{4}$ divided by 10 $\frac{3}{8}$.
7. If 16 men can build a wall 50 yards long in 12 days, in what time could 8 men build a wall $\frac{2}{3}$ of that length?
8. In 3654 metres, how many decameters? How many hectometres? How many centimetres? How many decimetres?
9. A bankrupt is allowed to cancel all his debt by paying 40 cents on the dollar; what did he owe to a person to whom he paid \$1500?

N. B.—8 Questions make a full paper.

III. [12]

GEOGRAPHY.

Time, 1 hour 30 min.

1. Explain the following terms :—*Latitude, longitude, peninsula, isthmus, climate.*
2. Name the countries of Europe that border on the Mediterranean, and the capital of each of these countries?
3. Name the chief seats of the hardware manufacture in England, of the linen manufacture in Ireland, and the chief seat of the iron steamship building in Scotland.

4. Where are the following towns, and for what are they noted :—Paris, Dresden, St. Petersburg, Amsterdam, Berlin, Edinburgh, Londonderry, Washington, New Orleans?
5. Describe (1) the River St. Lawrence; (2) the St. John River.
6. Describe (1) the surface; (2) the climate of New Brunswick.
7. Draw on the paper furnished you an outline map of New Brunswick, indicating and naming the chief rivers and towns.

N. B.—The Examiner will allow 70 marks as the full value for the first six Questions, and 30 marks for the seventh Question.

FOR FRENCH CANDIDATES.

1. Translate into French the following passage :—

“The merchant, after riding some miles, alighted to rest himself under a tree; and taking the bag of money in his hand, laid it down by his side. But on remounting he forgot it. The dog observing this, ran to fetch the bag; but it was too heavy, and it could not drag it along.”
2. Translate the following into English :—

“Une autre fois, elle *craignait que* les misérables avec lesquels elle longeaient *allaient* l’assissiner, pour l’argent *qu’ils* croyaient qu’elle possédait. Ce ne fut que lorsqu’ils *virent* qu’elle n’avait que quelques monnaies en cuivre dans sa bourse, qu’ils la laissèrent *partir saine et sauve*.”
3. (1) Parse the *italicised* words above; (2) Give the principal parts, also the Future Indicative of each of the *italicised* verbs above; (3) What is the Rule for forming the plural of nouns (*a*) ending in *nt*, (*b*) ending in *au*, *eu*, *ou*, (*c*) ending in *al*, *ail*?

PART III.

APPENDICES.

APPENDIX A.

REPORT OF THE PRINCIPAL OF THE NORMAL SCHOOL FOR THE SESSION ENDED MAY, 1886.

WILLIAM CROCKET, Esq., A. M.,
Chief Superintendent of Education,
Fredericton. }

SIR: I have the honor to submit, for the information of the Education Department, my Annual Report on the Provincial Normal and Model School for the year 1885-6.

NORMAL DEPARTMENT.

The year has been marked by a very large enrolment of students, the largest in the history of the Normal School, as the following table shows:—

* No. of Students Enrolled.		Male.	Female.	Both.
SESSION OF 1885-6.	1st Term, (ended Dec., '85).....	28	155	183
	2nd Term, (ended May, '86).....			
	Senior Division.....	10	23	33
	Junior Division.....	46	126	172
	Total number for year.....	84	304	388

* Including the Students of the French Department.

The following table gives a comparative statement of the number and sex of the students enrolled for the years 1884-5, and 1885-6.

Year.	Male.	Female.	Both.
1884-5.....	63	316	379
1885-6.....	84	304	388
Total for both.....	147	620	767

In 1884-5 the male students were 17 per cent. of the total enrolment ; in 1885-6 they were 22 per cent. In view of the disparity between the number of male and female teachers in the service, this fact, as far as it goes is, gratifying.

In the following table the students enrolled for the last year are classified according to the counties and religious denominations.

First Term.

COUNTIES.	Baptist.	Church of England.	Congregationalist.	F. C. Baptist.	Methodist.	Presbyterian.	Roman Catholic.	Other Denom.	Total for Co'y.
Albert.....	7	..	..	..	1	1	..	..	9
Carleton.....	1	3	..	2	3	2	3	..	14
Charlotte.....	2	4	1	..	2	3	..	1	13
Gloucester.....	..	1	..	..	..	2	7	..	10
Kent.....	1	1	..	..	1	2	12	..	17
Kings.....	5	4	..	5	2	2	..	..	19
Madawaska....	..	..	..	..	..	..	4	..	4
Northumberland	..	1	..	..	..	8	3	..	12
Queens.....	5	..	..	1	1	..	..	..	7
Restigouche....	..	..	..	..	..	1	..	..	1
St. John.....	2	1	..	1	3	3	1	..	11
Sunbury.....	..	..	..	5	2	1	1	..	9
Victoria.....	1	..	..	1	..	..	..	..	2
Westmorland...	4	..	..	..	5	5	7	..	19
York.....	4	6	..	8	6	6	5	..	35
Other than N. B.	..	..	..	..	1	..	..	..	1
Total for each Denomination.	32	21	1	23	27	33	42	1	183

Second Term.

COUNTIES.	Baptist.	Church of England.	Congregationalist.	F. C. Baptist.	Methodist.	Presbyterian.	Roman Catholic.	Other Denom.	Total for Co'y.
Albert.....	2	..	..	..	1	2	..	..	5
Carleton.....	4	2	1	3	3	3	3	..	19
Charlotte.....	3	2	..	..	1	2	..	1	9
Gloucester.....	..	..	..	..	1	2	11	..	14
Kent.....	1	1	..	..	..	..	8	..	10
Kings.....	4	7	..	8	7	10	..	..	36
Madawaska.....	..	..	..	..	..	..	1	..	1
Northumberland.....	..	2	..	..	1	5	2	..	10
Queens.....	7	2	..	3	3	2	..	..	17
Restigouche.....	1	..	..	..	..	1	2	..	4
St. John.....	3	2	..	1	4	4	1	..	15
Sunbury.....	1	..	3	..	1	..	1	..	6
Victoria.....	3	..	..	..	1	2	..	..	6
Westmorland.....	1	..	..	..	4	1	2	..	8
York.....	6	10	..	3	7	6	11	..	43
Other than N.B.	..	..	..	..	..	2	..	..	2
Total for each Denomination.	36	28	4	18	34	42	42	1	205

The 388 students above referred to were admitted to enrolment as follows, viz:—

On examination.....	124
As holders of Departmental Certificates.....	160
“ “ Inspector’s “	35
“ “ Degrees in Arts.....	6
“ “ Provincial Licenses.....	36
By reason of previous attendance.....	27

Total..... 388

The “professional standing” of the students was reported at the close of the terms as follows, viz:—

	Superior.	Good.	Fair.	Not Classified.
First Term.....	..	6	159	18
Second Term.....	..	31	146	18

Of the students not classified, a few left the school on account of illness, some were advised that further attendance would not be profitable for them, and others elected to remain in attendance a second term on the understanding that they were not to be presented for examination.

Miss Priscilla Allison, of Northumberland County, died after a short illness during the second term. Her fellow students, by whom she was highly esteemed, manifested their sense of her loss, and their sympathy for her friends, in an appropriate way.

The Board of Education was pleased to appoint Mr. Edward L. O'Brien to fill the vacancy on the staff, caused by the resignation of Miss M. E. Gregory. The *personnel* of the staff of instructors at present and the allotment of subjects is given below:—

NORMAL DEPARTMENT.

INSTRUCTORS.	SUBJECTS.
The Principal.....	{ Theory and Practice of Teaching and School Management.
H. C. Creed, A. M.....	{ English Language and Literature.
M. Alice Clark.....	{ Mathematics and Natural Science.
Edward Cadwallader, A. B.....	{ Mathematical Geography and Industrial Drawing.
Edward L. O'Brien.....	{ Reading, Vocal and Physical Culture.
	{ Physiology and Hygiene, Domestic Economy.
	{ Theory and Practice of Vocal Music.
	{ History and Geography.
	{ Arithmetic and Book-keeping.

FRENCH DEPARTMENT.

INSTRUCTOR.	SUBJECTS.
Alphie Belliveau.....	All those of the Junior Division except the professional instruction.

The French department has been fairly well attended during the past year. The students of this department have the same facilities for professional instruction which are extended to the students of the English department. Supplementary instruction in Industrial Drawing, and in Reading, Physical and Vocal Culture was also provided for them during a part of the year. The number of students enrolled in this department during the year is as follows:—

	Males.	Females.	Both.
First Term.....	7	12	19
Second Term.....	6	5	11
Total for the year.....	13	17	30

The medals annually granted by His Excellency the Governor General for "Highest Professional Standing" were awarded to Miss Bessie Narraway, A. B., of St. John, and Miss Mabel V. Seelye, of St. George, Charlotte County, in the Senior and Junior divisions, respectively. They were presented to the successful competitors by Sir

Leonard Tilley on behalf of His Excellency. The usual opening and closing exercises of the session and terms were honored by the presence of His Honor the Lieutenant-Governor, Members of the Board of Education, the resident clergymen of all denominations and a large number of visitors. Much interest was manifested in the work of the Normal School in all its departments on these occasions. His Honor the Lieutenant-Governor, whose connection with the development of our educational system prior to the introduction of Free Schools entitles him to speak from knowledge of our educational history, addressed the students, expressing his appreciation of the importance of the work to be committed to them, and giving them sound advice as to their conduct in the discharge of their duty.

It is very gratifying to me to be able to report that the conduct and deportment of the student-teachers, so far as I had opportunities of observing it during the year, was most satisfactory. They were punctual in the discharge of their duties to the Normal School, to the churches to which they severally belonged, and I have every reason to believe that their general behaviour was such as to win for them the esteem of the community in which they were temporarily placed while pursuing their professional studies.

It is a matter for great satisfaction that the Normal School is annually attended by students endowed in so large a measure with character, ability and aptitude for teaching.

MODEL DEPARTMENT.

This department of the Normal School has maintained its high reputation fully during the year. It is well equipped, and its teachers are competent and thoroughly earnest in their work. Miss Clara I. Shea resigned her position as teacher of the third department, and the Board of Education was pleased to appoint Miss Frances J. Ross of the Charlotte Street School, Fredericton, to the vacancy thus occasioned. During the year in which Miss Shea had charge, she proved herself an earnest and faithful teacher.

The school was staffed during the year as below :

Teacher.	Dep't.	Grades.	Pupils.
J. F. Rogers, Head Master.....	4th	VII and VIII	About 50
Clara I. Shea.....	3rd	V and VI	"
Annie M. Harvey.....	2nd	III and IV	"
Helen J. McLeod.....	1st	I and II	"

Very cordial relations were maintained between the student-teachers and the teachers and pupils of the Model School. The teachers manifested at all times hearty sympathy with the student-teachers, and were always ready to give them practical help and direction in the way of illustrative lessons for their benefit, and to afford them the fullest opportunities for profiting by their observation and practice. This cordiality of

feeling very materially reduced the strain to which the Model School was necessarily subjected in the practice of so large a number of students.

The Governor-General's Medal for "Highest School Standing" was awarded to Mary Perkins of Grade VII, and was presented to the successful competitor on the occasion of the public examinations by the Hon. A. F. Randolph, Chairman of the Board of School Trustees.

In conclusion, I desire to express my satisfaction at the general results of the past year's work. The Instructors associated with me in the Normal Department have been indefatigable in the performance of their duties, and our students have gone out from us animated, as I believe, with a sincere determination to do their duty as teachers.

I have the honor to be,

Your obedient servant,

ELDON MULLIN, *Principal.*

Fredericton, January 1887.

APPENDIX B.

INSPECTORS' REPORTS.

INSPECTORAL DISTRICT No. 1.—George W. Meserian, A. B., Inspector,
Newcastle.

THIS DISTRICT EMBRACES THE COUNTIES OF BERTHOUGH, GLOUCESTER AND
NORTHUMBERLAND.

WILLIAM CROCKET, Esq., M. A.,
Chief Superintendent of Education,
Frederickton.

SIR:—I have the honor to present herewith my annual report on the condition of the schools in Inspectoral District No. 1, for the year ending December 31st, 1886.

It is a source of satisfaction to me to be able to report that the forward movement among school districts in respect to improved furniture and better appliances, noticed in my report of last year, has in no way disappointed my expectations. The old idea "what was good enough for me is good enough for my children"—a relic of the *log school-house* period of our educational history—is rapidly giving way to more liberal opinions and more exalted views of duty to the rising generation. In many districts trustees and ratepayers have come to the conclusion that, other things being equal, the condition of greatest mental activity is that of greatest bodily comfort and that it pays to have good maps, comfortable desks and seats and bright cheerful school-rooms.

It is to be hoped that this movement will not stop at the interior of the school, but will extend to the school grounds. And here I take the liberty of suggesting that the Board of Education take into consideration the propriety of proclaiming an "Arbor Day" for all the schools of the Province. If children and parents can be induced to plant trees in the school grounds, they will soon create in the district, a public opinion in favor of protecting the same by having the grounds properly enclosed.

SUPERIOR SCHOOLS.

The Superior Schools in this Inspectorate are still doing satisfactory work and some of them, such as Newcastle and Campbellton, work of a very superior character.

The Petit Rocher Superior School has been discontinued since summer vacation. No Acadian could be procured by the Trustees to succeed Mr. Jerome Rousseau, promoted to the Inspectorship of Inspectoral District No. 2.

In June, Miss Mary McDonald resigned her position as Principal of the Tracadie Superior School after conducting it successfully for nearly two years. She was succeeded by Miss Helena Duffy, who also resigned at the end of the term, much to the wish of the Trustees and Ratepayers. The Trustees have since engaged

McIntosh, who for several years taught with marked success the advanced department of the Richibucto Grammar School. I consider the trustees fortunate in having secured the services of a teacher of such experience and undoubted ability.

F. M. McLeod, Esq., B. A., for several years principal of the Superior School, Campbellton, resigned his position at the end of the year to pursue his studies in the Halifax Law School. His withdrawal from the profession is a great loss. It was his energy, sterling worth and many admirable qualities of mind and heart that brought the Campbellton Schools to their present high state of efficiency.

IMPROVEMENTS.

It would occupy too much space to mention all the improvements that have been made in this Inspectorate during the year. To indicate a few of the most noticeable must suffice.

The Trustees of Escuminac District No. 1 Hardwicke, have supplied their school with 30 new double desks and seats, a teacher's desk and seat, maps, etc., necessitating an extra expenditure of about \$100. The Trustees of Red Bank No. 9 South Esk, have made extensive improvements. They have turned their school-house end to the road, built an addition, provided a much needed class-room, improved and enclosed the grounds, built new outhouses where they are screened from observation, and supplied new furniture. Much credit is due the Directors especially the energetic secretary J. D. McKay, Esq. No. 6 Blackville has been improved by new school-house floor, full set of desks and seats, maps, etc. These improvements are, for the most part, due to the energy of the teacher, Mr. Otto Hildebrand. He remained in the district three out of his four weeks of vacation to oversee and help on the work, an example to those teachers who begrudge every moment of service not specified in the "bond." In Black Brook, No. 3, Chatham, under the able administration of Trustee Dealy, the debt has been cleared off, new desks and new cylinder stoves provided, and school-rooms enlarged.

Other districts that deserve special mention in this respect are Nos. 6, 7, and 8 Alnwick, No. 1 Derby, No. 10 North Esk, No. 6 Glenelg, and No. 2½ Blissfield.

NEW SCHOOL-HOUSES.

The trustees of River Charlo, No. 2 Colborne, have completed a very fine school building, which is in every way a credit to the district.

In No. 10 Caraquet, a very populous district, there has been erected during the last year a fine two-story school-house, one flat of which is finished and a teacher and class-room assistant employed therein.

NEW SCHOOLS.

Schools were opened for the first time in Pleasant Ridge, No. 13, Rogersville; Petit Lameque, No. 7, Shippegan; Little River, No. 8½, Shippegan; Tilley Road, No. 7½, St. Isadore; and Becketville, No. 1½, Durham.

NEW DISTRICTS.

New Districts were erected as follows:—St. Simons, No. 1½, Shippegan; and Collet Settlement, No. 1, Rogersville.

The following Districts, formerly erected, were organized during the year:—Hopewell, No. 9, Durham; Goose Lake, No. 9½, Shippegan, (Miscou Island), and The Road, No. 14, Alnwick.

While most Boards of Trustees are alive to the importance of securing good principals for their schools, and good teachers for their advanced departments, there is still a want of appreciation of the fact that the *best* teacher should have charge of the primary grades. They evidently fail to understand that it is as impossible for pupils, poorly taught in the first part of their course, to achieve a perfect intellectual development in the higher grades, as for a bent and stunted shoot to become a perfectly uniform tree even under the most favorable conditions. It is the experience of many of our principals, and teachers of higher grades, that much time is lost in taking the pupils back over their primary work, and in teaching them to observe, to compare, to analyze, to note correlative facts, in short, to endeavor to supplement in a few weeks or months the neglect of years; but the evil effects of early mismanagement can never be wholly eradicated.

INSTITUTES.

Successful institute meetings were held during the year by the Restigouche, Northumberland and Gloucester County Institutes. Restigouche County Institute met in Dalhousie, in June, but I was, unfortunately, not able to be present. From reports, however, I am led to believe that it was very successfully conducted by Messrs. F. M. McLeod, B. A., of Campbellton, and C. H. Cowperthwaite, B. A., of Dalhousie Grammar School.

The Northumberland County Institute was more largely attended than ever before—about 80 teachers being present. The teachers appeared anxious for improvement and willing to assist by taking part in discussions, etc. Several valuable papers were read, important discussions had and interesting addresses delivered. The teachers were cheered and encouraged by the presence of the Chief Superintendent and the late Dr. Jack, ex-President of U. N. B., who took part in the proceedings.

The meeting of Gloucester County Institute, at Bathurst, was also well attended and the proceedings interesting and profitable. The Chief Superintendent was present at this institute also, and gave valuable assistance in sustaining the interest.

Public meetings were held in connection with the last two mentioned institutes, at which addresses were delivered by the Chief Superintendent and others.

A new departure, and one calculated to result in the greatest amount of good to the profession, was taken by the institutes of Northumberland and Gloucester Counties. I refer to the unanimous adoption by both these societies of a standard educational work, viz.:—"Joseph Payne's Lectures on the Science and Art of Teaching"; to be read by the teachers during the year and thoroughly discussed at the next meetings of the institutes. The members of other professions are compelled to keep pace with the best thought that relates to their work, or fall hopelessly behind. This applies with greater force to the teaching profession than to any other. May the action of these two institutes be the dawning of a movement that will mightily increase the usefulness of every member of the profession, and make us all more fully sensible of the weighty responsibilities that rest upon us in preparing the rising generation for the various duties of citizenship.

That section of the law which requires residents of a Parish to pay school rates on all the property they own in the Parish to the school fund of the district in which they reside, bears heavily on *all* the outlying districts and is absolutely ruinous to some. I have in my mind now several districts that have been forced to close school because of

the operation of this section. Some of their ratepayers, through the natural gravitation of population to business centres, have moved into more populous districts in the same Parish. They continue to draw a great part of their support from the districts in which they formerly lived, but they pay nothing towards the support of the school. There are other districts that have kept their schools open only by having their districts enlarged from time to time. And still others from independent districts have degenerated so that now they can support school only by receiving special aid as "poor districts." As these cases are increasing in number, I hope that this matter will ere long be satisfactorily provided for. It seems to me to be a true principle that the property of the district should contribute to the education of the children of the district, as a natural deduction from the more comprehensive principle upon which our school law is founded, that the property of the country should educate the children of the country.

In concluding this report, I wish to say that my year's work has clearly demonstrated to me that our school system is continually growing in favor with the masses and that our schools are constantly increasing in efficiency.

I have the honor to be,

Your obedient servant,

GEO. W. MERSEREAU,

Inspector Insp. Dist. No. 1.

INSPECTORAL DISTRICT No. 2.—Jerome Boudreau, Inspector, Richibucto, N. B.

THIS DISTRICT COMPRISES THE COUNTIES OF KENT, VICTORIA AND MADAWASKA AND THE PARISHES OF ABERDEEN, KENT AND WICKLOW IN CARLETON COUNTY.

WILLIAM CROCKET, Esq., A. M.,
Chief Superintendent of Education,
Fredericton. }

SIR:—I have the honor to submit to you the Annual Report of Inspectoral District No. 2, for the term ending December 31st, 1886.

The territory assigned me embraces the Counties of Madawaska, Victoria and Kent; also the Parishes of Aberdeen, Kent and Wicklow in Carleton County.

This being my first term as an Inspector, I cannot furnish you with as full and ample details as I could give after a longer experience; I will therefore limit this report to actual facts as noted in the course of my visits.

Visiting this Inspectorate for the first time, I must say that I was well pleased with the cordiality and kindness extended to me by the people with whom I came in contact, as well as with the desire evinced by the trustees generally to carry out my recommendations. Yet, I regret to say, that last month, I had to report to you a *certain Board of Trustees* and request that their county school draft be withheld until *my recommendations* were carried out.

I have during the term with but few exceptions, visited all the schools and school

districts of my inspectorate. Reference to my notes shows that there are 257 schools, including 13 extra departments. The want of trained teachers to give instruction in both French and English, in Madawaska and Kent, is much felt, and in order that the schools in these counties might be kept in operation, I have had to recommend a large number of applicants for local licenses; but I am sorry to find that many of these have failed to fulfil the conditions on which these licenses are granted, that is, "to attend the Normal School at the expiration of the term."

I found in some districts that trustees sought the services of untrained teachers in preference to trained ones, because of the lower salary asked for, and in pursuance of your advice, I had a notice published in the French papers, "That no application for Local Licenses will be granted if the services of a trained teacher are available."

SCHOOL BUILDINGS, ETC.

In the County of Madawaska the school buildings are, for the most part, fair. Few may be classed good; but a large minority are inferior, though they might be considered as fair in external appearance. The graded school in Edmundston, the advanced department of which is efficiently conducted by Mr. J. Caldwell, is a spacious building with two commodious departments. The Convent at St. Basil is also graded, the advanced department is doing good work under the management of Sister Trudel. It is sufficiently large to admit of an attendance of at least one hundred pupils. Both of these schools are well furnished with good sittings and desks, and well supplied with all other necessary appliances. In Middle St. Frances No. 1, school was taught in a room of a private dwelling. On the strong representation by the trustees of their intention to have a new school-house built within the year, I inspected it, with a clear understanding nevertheless that it would not be tolerated after this term. The school in St. Ann, No. 7, was condemned as being inadequate for the number of pupils attending it, and also on account of its dilapidated state. The trustees promised to begin the erection of a new one in the fall.

Three new school buildings were in the course of erection: Despré, Bouchardville and Poitras; the school-house of the last district was burnt down a few years ago, supposed to have been by the hand of an incendiary.

The County of Victoria is fairly equipped in school buildings, yet much remains to be done towards furnishing many of them with necessary appliances. The Superior School at Grand Falls is a very fine building, having few superiors in the Province; it has two large and commodious departments, with folding seats and patent desks; it certainly reflects credit on the little town in the centre of which it is built. Miss M. Trusswell has charge of the advanced department. She seems to spare herself no pains for the advancement of her classes. The Grammar School at Andover is also graded and has two departments; the Advanced Department is very ably conducted by Mr. J. G. Day, B. A. The Primary Department needed improvement, my recommendations in that respect have been duly attended to. The schools at Portage No. 4, California Nos. 8 and 10 and Ranger Settlement No. 9, were closed. I have the assurances of the trustees of some of those districts that they will be in operation next term.

The school buildings in Kincardine and Kintore are in good repair, and the classes are under efficient teachers, which is much to the credit of the thriving new colony. The school-house in Arthurette on the Tobique River is an old building and out of repair. The trustees expressed their intention of building a new one within a

short time, they are particularly interested in doing so as the present one is not in the centre of the district.

Two new districts have been established in New Denmark: Outlet Creek No. 13 and Foley Brook No. 12. Both have new school-houses which are ready to be opened at the beginning of next term. The trustees in both districts have secured the services of trained teachers—a course I need not comment upon. Another new school was opened in West Tilley this term. The inside of the school-house is not yet quite completed, but the trustees were taking measures to have it done for the winter.

In that part of Carleton County, within my inspectorate, all the districts which are organized had schools in operation, except four: Summerville, in Wicklow; Beaufort and West Glassville, in Kent; and Demerchant, No. 14, Aberdeen. The school at River Des Chutes, which has been temporarily closed for repairs, was reopened in October last. The Superior School at Bristol had but one department in operation this term, under the management of Mr. D. W. Ross, and a class-room assistant. Very good work is being done here; but the school-room would need some repairs, which I have reason to expect to find attended to on my future visit. Many of the school buildings in Aberdeen are poor; but if I can judge from the good disposition of ratepayers and trustees, I may say confidently that there will be much improvement to report at the expiration of next year.

The schools of these parishes are conducted by very efficient teachers, some doing excellent work. In Beaufort some difficulties exist in reference to the school lot. The trustees claim the building while the land is in the ownership of a private individual. I hope matters will be settled satisfactory to both parties ere my next visit.

Every parish in Kent County has its complement of schools, in as far as it is settled; a majority of them are good substantial buildings. The Grammar School in Richibucto has four departments, all well equipped with necessary appliances. It may be ranked among the best in the Province. The premises are excellent, and I now express the desire that its zealous trustees will do something towards ornamenting it in the course of next year. The classes of the Advanced Department from the VIII to XI Grade displayed much ability and self-reliance, through all the different exercises, much to the credit of their earnest and painstaking teacher, J. S. Harrison, B. A. There are, besides the Grammar School just mentioned, four Superior Schools in this County—Buctouche, Bass River, Weldford and Kingston. The school-house at Bass River is sufficiently large for actual attendance and has a good class-room. That in Kingston has two departments with all requisite appliances. A class-room assistant is needed in the Superior School at Buctouche; a suitable class-room should therefore be provided, the necessity of which I have represented to the Board of Trustees. I also called the attention of the trustees of Weldford to certain necessary repairs to the inside of their school, which I believe will duly be attended to. The convent at Buctouche has four departments, all of which are fine rooms with all necessary requirements. The advanced department is doing very good work under Sister Margaret Neales. A new school-house is much needed at Kent Junction, that now existing, besides being at the extremity of the district, is too cold to have school in it in the winter. I hope the trustees will carry out their intention of building a new one. A dwelling house has been converted into a school in Harcourt No. 3. It would be desirable that trustees should erect a new building that would be more convenient.

The houses through my Inspectorate are, for the most part, good. Boards of

Trustees seem to be fully awakened to their importance. Of those which might be classified as poor, there are not many, and I feel satisfied that they will be repaired before my next visit. General apparatus is deficient in a very large number of schools, especially in those taught by untrained teachers. Its importance is not, I am sorry to say, sufficiently well understood. I hope that my intimations to both teachers and trustees on this subject will bring about the desired result.

School premises, generally, need much improvement. A good number is certainly well attended to, well fenced and even ornamented with fine trees; but there is still a large number of districts where trustees, I regret to say, are very indifferent in this respect. Time will certainly bring a desired change.

The attendance was, generally, small, at the time I visited the schools of the upper counties. This may partly be explained by the fact that I happened to be there in harvest time, when the larger children are kept at home; but, I regret to say, that in too many cases, it emanates, either from the indifference of parents, or the want of harmony between the teachers and the boards of trustees. It is to be hoped that such a state of things will cease to exist, as education progresses. A very general feeling here prevails in favor of compulsory education as the complement of the present school law.

COURSES OF INSTRUCTION.

Reading, especially in some country schools, is generally much in advance of the grade. Chemistry and drawing do not receive all the attention that their importance demands. In many cases the teacher is not to be blamed for this deficiency. They are oftentimes hampered in the display of their better abilities by the interference of boards of trustees, who seem to misapprehend the utility of these subjects. Grammar and Physical Geography are not, with few exceptions, up to the standard. More attention should also be given to composition in primary grades, and narrative composition from the readers. These deficiencies, though found in some of the schools of trained teachers, are very common in those of untrained teachers.

Though my inexperience as Inspector of this District, prevents me from comparing its present educational progress with former years, yet I can express myself as pleased with the general standing of its schools. Still it grieves me to have to say that there is yet a large portion of this territory where, in French speaking Districts, untrained teachers are employed, which is evidently a great drawback to the advancement of education in these localities. I hope that before long there will be a sufficient supply of trained Acadian teachers.

In concluding this report I beg leave to express to you, sir, my best thanks for the very essential service you rendered me by accompanying me at the outset of my career through the greater part of Victoria and Madawaska, and your kindly advice at all times.

I have the honor to be,

Your obedient servant,

JEROME BOUDREAU.

**INSPECTORAL DISTRICT No. 3.—George Smith, A. M., Inspector,
Moncton, N. B.**

THIS DISTRICT COMPRISES THE COUNTIES OF WESTMORLAND AND ALBERT AND THE PARISHES
OF HAVELOCK AND CARDWELL IN KINGS COUNTY.

SIR,—I have the honor to forward my annual report of the schools and districts embraced in Inspectoral District No. 3, for the year ended 31st December, 1886.

This Inspectoral District now embraces the Counties of Westmorland and Albert and the parishes of Havelock and Cardwell in Kings County.

During the term just closed there were in operation 245 schools and departments distributed as follows: in Westmorland County 161; in Albert County 63; and in Kings County 21.

In Port Elgin, District No. 1, Parish of Westmorland, referred to in my report of last year as requiring additional school accommodation, a new school-house of two departments has been completed, and school was opened in both departments at the beginning of January.

Some much needed repairs have been made on the school-house in district No. 4, Coverdale. In District No. 2, Coverdale, a new school house is much needed.

In the village of Lewisville, referred to in my report of last year, no steps have yet been taken to provide better school accommodation. It will only be a short time before the present school-house will have to be condemned as unfit for the requirements of the district. In a few other districts better school accommodation is required, and I hope to be able to persuade the ratepayers to provide what is required without resorting to any extreme measures.

The supply of maps, black-boards and general apparatus is, upon the whole, fair; in some cases good, and in some cases very poor. I hope to see improvement in this direction where improvement is necessary.

One new district, Bennister Road, No. 15, Coverdale, was formed in May last. Application was made for the formation of a new district in the Parish of Botsford, in what is known as the Timber River Settlement. A few settlers here have, for a number of years, occupied the anomalous position of belonging to no district. For want of more complete information I was obliged to let the application stand over until I can again visit the settlement.

In the districts under my supervision good-will and harmony seem to prevail generally. In one case, however, there has been much discord; and notwithstanding that my efforts to promote peace have been supplemented by the Chief Superintendent and others interested in the welfare of the children, discord still reigns. I refer to Rosevale School, District No. 13, Hillsborough. The turmoil has lasted so long and the feeling is so bitter that a few of the ratepayers who are anxious for peace think seriously of asking the Board of Education to allow the district to become absorbed by the two adjoining districts. Few, if any, children would by this step be deprived of school privileges.

In this inspectoral district there are eleven Superior Schools and two Grammar Schools, distributed as follows:—

Six Superior Schools and one Grammar School in Westmorland County; four*

* One of these schools is in a border district.—W. C.

Superior Schools and one Grammar School in Albert County, and one Superior School (in Havelock) in Kings County.

The Superior Schools of Westmorland County are located at Petitcodiac, Salisbury, Moncton, Dorchester, Sackville No. 11 and Westmorland No. —

The Superior Schools of Albert County, are located in Alma No. 5, Hopewell Hill, Hillsboro', and Elgin Corner ; and in Kings County at Havelock Corner.

The Grammar School of Westmorland County is at Shediac in charge of J. G. A. Belyea, Esq., B. A. The Grammar School of Albert County is at Harvey Corner, in charge of N. Duffy, Esq., B. A. All of these schools have maintained their reputation for efficiency during the year just closed.

A large amount of the work done in the schools of my Inspectoral District is of a very high character, particularly the advanced work.

Reading, as a general thing, is very well taught. Slate work in grade I and II receives more attention than formerly, and the quality of the work is better. I have again, however, to complain of want of thoroughness in many of the subjects of the lower grades. This arises from the practice of giving too long lessons and not reviewing often enough.

In a few cases I found teachers in the school-room who expressed, without the least reserve, their dislike for the work of teaching. This, I think, should not be. When a teacher has a positive dislike for the work of teaching he cannot do justice to the pupils, the parents, nor to himself. If teachers would map out for themselves a course of study and diligently and faithfully pursue that course much of the dislike and *ennui* that some of them experience would be got rid of, and a healthier tone would pervade their work, and better work would be done in their schools.

A good mental outfit is the first great prerequisite of the successful teacher ; and no teacher should continue teaching from year to year without daily adding to stock of information. I find many teachers who take no educational journal and not even a weekly newspaper.

"As is the teacher so is the school" contains so much of truth that no conscientious teacher can go on teaching without improving his mind and adding to his stock of information.

Teachers' Institutes were held during the year at Sackville and at Hopewell Cape. A large number of teachers attended the Institute at Sackville, and the discussions were carried on with a great deal of enthusiasm. The Chief Superintendent of Education was in attendance and besides rendering valuable assistance in the discussions during the sessions delivered an address on education at the public meeting on Thursday evening. The interest in the Institute was very much enhanced by papers read by Professors Burwash and A. D. Smith of Mount Allison University. Though the attendance at the Albert County Institute was quite small the most lively interest was manifested by the teachers throughout all the sessions.

I have the honor to be,

Your obedient servant,

GEORGE SMITH,

Inspector of Schools for Inspectoral District No. 3.

To WM. CROCKETT, Esq., M. A.,
Chief Supt. of Education,
Fredericton. }

INSPECTORAL DISTRICT No 4.—D. P. Wetmore, Inspector, Clifton,
Kings County, N. B.

THIS DISTRICT EMBRACES THE COUNTIES OF QUEENS AND SUNBURY, AND THE COUNTY OF
KINGS EXCEPT THE PARISHES OF HAVELOCK, CARDWELL, WESTFIELD AND GREENWICH.

SIR,—I have the honor herewith to forward my report for the year ended December
31st, 1886.

The schools generally may be said to be holding 'their own pretty well, although I cannot say that there is much material advancement. Arithmetic seemed to be better handled this year, and there was a noticeable improvement in print script and writing for the junior classes. Of course there is a general advancement in schools and school accommodation in many places, but to balance this there is falling off in others. This, in most instances, arises from the depression in business, some districts finding it so hard to collect taxes, that at the annual meeting no supplies were voted and attempts were made to close the schools for a term or two. As a consequence of this I have had more petitions from ratepayers lately than usual, asking that trustees be compelled to put schools in operation. In some of these cases the lack of school privileges arose from the indifference of the ratepayers, who have neglected to attend the annual meeting and vote the necessary supplies. Salaries were lower this year than ever, yet this does not seem to discourage teachers as they are still very plentiful.

SCHOOL-HOUSES.

Very few new school-houses have been built in my district during the year just passed. Some repairs and improvements have been made on old school-houses but not nearly the amount that should have been made. It is but fair to state that the majority of the houses are quite good and that many more with a little repair might be made so.

The question of winter ventilation remains just as it was, no proper provision being made for it, almost without exception. It is a pity that some inexpensive way cannot be devised that could be adopted by the country schools. Pupils and teachers both suffer now on cold days from breathing a vitiated atmosphere, and as a result many constitutions are weakened. Summer ventilation is in some cases fairly provided for, but in others the arrangements are liable to give colds from strong drafts.

I am glad to be able to report that the wealthy district of Upper Jemseg is at last building a new school-house. This was very much needed there as the one at present in use is altogether inadequate to the wants of the pupils who attend. This should be one of the Superior Schools of the county, but under the cramped accommodations for pupils it has been far from it.

SCHOOL GROUNDS, ETC.

I wish I could report that school grounds have generally been improved but I cannot. These remain about the same with a few notable exceptions. The rule is, unimproved, unfenced and rough grounds and in some cases nothing but the highway. The question of expense interferes with this as with all other improvements in these times of financial depression, but there does not seem to be a good ground for it in this, as many very material improvements could be made with but little expense, such as levelling grounds, planting shade and ornamental trees, etc.

Should the Board of Education see fit to appoint a day as an Arbor Day, say some-

where between the 10th and 20th of May, for such schools as see fit to take advantage of it to improve their grounds and to plant shade and ornamental trees thereon in desirable places, I am satisfied it would be generally acceptable. It should be so arranged that the day would only be given to those districts who improved their grounds where improvement was necessary, either on that day or another, and who, of course, made use of the holiday for planting trees. Teachers who were alive to the subject would have a suitable programme of exercises arranged to take, say an hour or so on that day, with perhaps suitable recitations from the pupils of the school, and an address from some one on the desirability of improving and ornamenting school grounds or some kindred subject.

I am sorry to have to report that some school grounds are yet unprovided with outhouses and that in many other cases the trustees and teachers have allowed these very necessary buildings to get out of repair and in a very disgraceful condition. This is a matter that receives too little attention. Teachers, when their attention is called to their duty in the matter, generally tell me that the outbuildings were out of repair when they took charge. The establishment of an Arbor Day would certainly have the effect of putting these buildings in a state of repair at least once a year, for both trustees and teachers would be ashamed to have the neighbourhood see the wretched and foul shanties in use in some places.

I am glad that the Board of Education has decided to withdraw the county draft where trustees will not comply with the recommendations of inspectors for necessary school accommodation, &c. The mere fact of there being such a regulation will have great weight with trustees, so that I hope there will be little occasion for inspectors to act on it.

SUPERIOR SCHOOLS.

There were eight Superior Schools in operation in my district distributed as follows: At Apohaqui, Hampton Station, Springfield Corner and Clifton, in Kings County, at Chipman No. 5, Johnston No. 4, Lower Jemseg, in Queens County, and at Central Maugerville, in Sunbury County.

That at Apohaqui, taught by Mr. Pearson, I have not yet visited, it having been but lately added to my district, and so am unable to report concerning it; but the others have all been doing good work, the chief difficulty with them seeming to be that, on the average, they were hardly patronized sufficiently by other districts to give the benefits they were intended to confer.

Mr. T. E. Whelpley, I believe, still continues in charge at Hampton Station, but Mr. T. S. Chapman has resigned his position at Springfield Corner, and Mr. Raymond has been appointed in his place. Mr. Wm. Thurrott, I understand, still continues at Central Maugerville, but Mr. Gavin Hamilton, who taught at No. 5, Chipman, resigned his position some time before the close of the term, and now Mr. Fleming has charge. The districts at Clifton, Lower Jemseg and No. 4, Johnston have abandoned the claim to the Superior School grant and have employed, or expect to employ, second-class teachers, on the ground that the expenses of keeping up a Superior School was too great for the means of the districts and occasioned too high a tax. In the case of Clifton and No. 4, Johnston, there seemed to be some ground for the opinion, as the taxes were between one and two per cent. on the valuation of the district; but I cannot say the same for Lower Jemseg.

I am sorry that these schools have been given up, as advanced schools are certainly much needed in the different vicinities, and it will be difficult, if not impossible, to replace them.

There are three Grammar Schools in the district, one at Sussex, one at Gagetown, and one at Sheffield, but they have only been in my charge for the last term and have not been visited yet.

The supply of apparatus is hardly as good throughout the district, on an average, as last year; very little new has been added and, of course, what is in use is deteriorating from wear and tear. Many blackboard surfaces, especially, need renovating, particularly those that are on plaster.

The evil of irregular attendance still continues and, no doubt, will continue, to some extent as long as schools are taught. It seems as if it were even greater this year than ever, but this may be only in appearance, for since the terms have been changed winter and summer pupils register in both terms while many only attend in one. This makes the percentage of attendance on the enrolment appear less than it used to be, but, as stated before, it may be only in appearance. However, the evil of irregular attendance still continues preventing efficient work in the schools.

I have the honor to be, sir,

Your obedient servant,

D. P. WETMORE,

Inspector for No. 4.

To WM. CROCKETT, A. M. }
 Chief Supt. of Education, }
 Fredericton. }

INSPECTORAL DISTRICT, No. 5.—W. S. Carter, A. M., St. John, N. B.

THIS DISTRICT EMBRACES THE COUNTIES OF ST. JOHN AND CHARLOTTE AND THE PARISHES OF WESTFIELD AND GREENWICH IN KINGS COUNTY.

WILLIAM CROCKET, Esq. A. M., }
 Chief Superintendent of Education, }

SIR,—The past year having been my first as an Inspector, I cannot compare the educational progress of my district during that time with that of other years but will content myself by reporting its present condition.

Having been favored with excellent health and fine weather for the most part, I have been enabled to compass the whole of my territory requiring visitation, each term.

Though a stranger to nearly every district in Charlotte and St. John Counties at the time of my appointment, I have invariably been received with kindness and courtesy. While the trustees do not always take that degree of interest in school matters which is desirable, they in the greater number of cases listened attentively to any recommendations I have had occasion to make and cheerfully complied with them. There were a very few Boards of Trustees whom I regret to report did not heed the recommendations which I made. I forwarded a list of these to you in my last monthly report with a recommendation that the drafts for their county fund should not be sent them until the improvements had been made.

SCHOOL BUILDINGS, ETC.—CHARLOTTE COUNTY.

This county is fairly well equipped as far as school buildings are concerned, especially the western parishes, where the admirable example of St. Stephen has been followed. In the eastern parishes much remains to be done in this respect. It is to be hoped that St. George will soon set the example by erecting a commodious house, which is so much needed there. This village is the most desirable location for a Superior School in the eastern section of the county, but under the existing conditions I was compelled to recommend that the grant be given Le Tete, where very good school accommodations have been provided.

New school-houses have been erected during the year at Roix, St. Patrick and Trout Brook, Pennfield. New houses are very much needed at Back Bay, St. George, and Anderson, St. James. I have hope that during the next year this great want will be supplied in both districts. A considerable amount of repairing has been done to several school-houses, among which may be mentioned Le Tete, Whittier's Ridge, Upper Bayside, Lawrence Station and Mayfield. I cannot pass over without mention the excellent buildings and appointments of Oak Bay and Moore's Mills. Not only are the houses in these districts supplied with everything requisite inside, but great attention has been given outside to fencing and ornamentation of grounds. Nowhere in Charlotte County have the people availed themselves of the advantages afforded by the Free School System to a greater extent than on the Islands. The school buildings and their appointments are excellent. Many of their schools are graded, and no pains are spared to secure the best teaching talent and render the schools generally efficient. I am glad to be able to report that Deep Cove District, Grand Manan, has been organized and will soon have a school in operation. The greater number of districts in this county are supplied with good out-buildings, though in some very little care is taken to keep them in order, and a few districts, I regret to report, are yet unprovided with any at all. I may say in regard to the latter, that I generally find the trustees willing to do all they can to provide these accommodations, and I hope soon to be able to report every district supplied.

SCHOOL BUILDINGS, ETC.—ST. JOHN COUNTY.

With the exceptions of the schools in the immediate vicinity of the cities of St. John and Portland, I may say that the school buildings in this county are very poor. Much, however, has been done in this way during the year, and I believe a great deal will be done during the next year, to remedy this state of affairs. New buildings have been put up at Chance Harbor, Gardiner's Creek, Coldbrook, and Willow Grove, and new houses are being erected at Golden Grove and Dipper Harbor. They will soon be ready for occupation. I hope in my next report to be able to say that something has been done in this way at Hanford Brook, Fairfield, Bayne's Corner, Spruce Lake, Red Head, Garnet and Prince of Wales. Some of these districts have already made arrangements to build. Repairs have been put upon the school-houses at Musquash, Silver Falls, Sutton and Bayne's Corner. At the beginning of the year fully one-half of the school districts in this county were totally unprovided with outhouses, and of those districts provided with them many were unfit for use. Some of these districts have had them erected during the year, but much remains to be done. In the matter of school apparatus, there was, and still is, a great deficiency, but many improvements have been made too in this respect, though I am sorry to say a few districts have not

heeded my recommendations at all. Very little attention has been given in this county to the improvement of school premises. The houses at Milford, Green Head and Sand Point, Carleton, are unsurpassed for comfort and convenience.

CITY OF ST. JOHN.

Very little need be said concerning the schools in this city. The teachers there are all laboring earnestly, and, with few exceptions, successfully, in the discharge of their duties. The school buildings, with a minor exception or two, are admirably appointed for comfort and convenience, but I cannot say the same regarding the premises of all of them. In the case of some of them there are scarcely any but the street, while of others they are much too cramped. The Centennial building is a notable exception to this. Nearly two-thirds of an acre of ground is attached to this building, and that portion of it in the front has been tastefully laid off in flower-beds and grass-plots. At this stage it would be impossible to provide each school building in St. John with a playground, but the necessity for a public one, for boys especially, is becoming more and more apparent. The trustees have during the year purchased the church adjoining the Victoria School and have converted it into Primary Departments for girls, which was much needed and for which it is well adapted. The Grammar School (boys) has been newly seated with very comfortable desks, which seem to be duly appreciated by the boys. A few changes have taken place on the staff of teachers employed during the year, among which may be mentioned the retirement of Miss S. E. Whipple, of the Albert building, Carleton. She has been a faithful worker for many years, and her services are duly appreciated by the St. John School Board.

CITY OF PORTLAND.

The teachers in Portland are doing excellent work but in the matter of school buildings this city is at a disadvantage compared with St. John. During the year, however, much repairing has been done, especially to the Madras building, but much remains to be done. Portland greatly needs one or two new school buildings. As in St. John several of the houses are unprovided with sufficient school grounds. The trustees have adopted the four hour attendance plan for the primary grades (I and II) which cannot fail, I think to prove satisfactory, especially as some of these schools were overcrowded. Very few changes have taken place on the teaching staff during the year. Miss McCormack retired after a long period of service and was succeeded by Miss Barlow who in turn was succeeded by Miss Morrell.

COURSE OF INSTRUCTION.

A great deal of misapprehension is evinced by some teachers with respect to the prescribed course of instruction. They seem to have the impression that since the ranking system has been done away with, that they are no longer required to carry the course out in its entirety, and take up only such portions of it as expediency or convenience prompts. Some Boards of Trustees display a disposition to interfere with the teacher in carrying out the course fully, evidently with the idea that they are empowered to block out a course to suit themselves. Reading, writing and arithmetic are generally well taught, though in the country districts, the pupils are too often in advance of their grade in reading. In some schools the spelling of the pupils is not up to the standard. This is largely owing to dictation exercises not receiving sufficient attention. Grammar and geography are generally intelligently dealt with. Canadian history does not in

every case receive that attention which its importance demands. Industrial drawing receives a fair amount of attention.

Minerals, Plant and Animal Life are the subjects which are neglected more than any others. The teaching of these subjects should present no difficulties and occupy very little time. The prescribed reading books are admirably adapted for giving this class of instruction even if it is only taken up in connection therewith. Some object that this part of the course of instruction is not practical. Surely it is important that pupils should know the chief minerals of the province, their locality and uses; and it is equally so that they should have some knowledge of the various domestic and wild animals of their own and other countries with their structural peculiarities. Should they not also know something of the value and uses of the different kinds of wood produced in their own and other countries in these days when forestry is becoming such an important subject? How many pupils in our public schools can name and distinguish our different woods? Very few, I venture to say, unless they have received special instruction on the subject.

More attention should be given to review, particularly in the graded schools. The teachers too often content themselves with taking up that portion of the subjects peculiar to their own grade without taking the trouble to review the work of the previous ones.

The grading as a general rule is carefully attended to. In the city of St. John, the pressure of numbers from the lower grades causes pupils frequently to be advanced to higher ones without having made the required grading marks. The evil effects of this are apparent, and I believe are fully realized by the city superintendent. I hope that measures will soon be taken to remedy this defect.

Very successful and profitable county institutes were held by the teachers of St. John and Charlotte Counties during the year. The former was held in St. John and the latter in St. Andrews. As the sessions of both institutes were held on the same days, I regret that I was not able to be present at St. Andrews.

The schools of St. Stephen and Milltown which were included in my Inspectorate in July, having been visited during the first term by Inspector Oakes, it has not been necessary for me to visit them as yet.

I cannot conclude this report without expressing my obligation to you, sir, for your kindly advice and assistance at all times, and to Inspector Oakes for much valuable information concerning Charlotte County.

I have the honor to be,

Your obedient servant,

W. S. CARTER.

INSPECTORAL DISTRICT NO. 6.—I. B. Oakes, A. M., Inspector, Woodstock, N. B.

THIS DISTRICT COMPRISES THE COUNTY OF YORK, AND THE COUNTY OF CARLETON WITH THE EXCEPTION OF THE PARISHES OF ABERDEEN, KENT, AND WICKLOW.

WILLIAM CROCKET, Esq., A. M., }
Chief Supt. of Education. }

SIR,—I have the honor to submit the following report for the year just closed:—

A review of the year's work though not as satisfactory in certain particulars as one could desire, is not without many encouraging features. So far as I have been able to ascertain, a less proportion of the schools than usual have been closed, due, no doubt, in part, to the ample supply of teachers. About twenty schools were closed during one term and only about five or six were closed during the entire year. There was in addition to the above a number of unorganized districts, also several districts whose school-houses had been burned, where schools were impossible.

As was the case in 1885, I found, during August and September, a considerable number of schools closed which were re-opened in October and November.

During the year *new school-houses* were completed in the following districts, viz. :

Bird Settlement,	No. 9.....	Parish of Douglas.
New Zealand,	" 7.....	" Bright.
Taxes River,	" 10.....	" Stanley.
N. East Newburg,	" 6.....	" Northampton.
Prince Wm. Station,	" 11.....	" Prince William.
California,	" 10½.....	" Canterbury.
Green Mountain,	" 15.....	" North Lake.

The first four will probably be occupied for the first time during this term. The last three have contained flourishing schools since August 1st. The new school-house at Green Mountain, costing \$1,200, is large well proportioned and neatly finished and furnished. The school ground at considerable cost was levelled and beautified and the school was in charge of a well-paid teacher of ability. This illustrates what a country district with the moderate property valuation of \$1,300 can do when the people are inspired by proper motives.

In Porter district No. 11, Parish of Woodstock, and Ernia No. 12, Parish of Kingsclear, school-houses, begun some years ago, remain, for want of help, unfinished and unoccupied by the needy children of those districts. I hope the Board of Education may be pleased to assist those districts soon. North East Newburg, though financially weak, has borrowed money to complete its school-house and is anxiously hoping for a grant.

In addition to the expenditures for new school-houses there has been the usual outlay for repairs, new desks and seats, maps and other necessary appliances. Many districts, however, delay, to the detriment of their schools, providing what the inspector recommends.

During the year school-houses were burned in :

Keswick	No. 3.....	Parish of Bright.
Waterville	" 17.....	" Southampton.
Henderson	" 8.....	" Brighton.

The people of Keswick have nobly resolved to rebuild notwithstanding the heavy district debt. This is a large and important community, and it is to be hoped that the Superior School now established there in the old school-house may be well maintained in the new. Henderson will also rebuild this term. Upper Southhampton also intends to rebuild their house burned some years ago.

The school-houses of Acton No. 1, Central Harvey No. 4, and Tweedside No. 6, all in the parish of Manners-Sutton, were condemned, during the year, as unfit for use. At the last annual school meeting provision was made in all these districts for new school-houses during this year.

It is probable that a new school-house will also be built in South Becaguimic, and this new district will need assistance.

Centreville has also voted to replace its old school-building by a new one of two departments. These improvements of the past year and these plans and purposes for the future on the part of so many districts indicate an awakened interest in education and a determination that their children shall share, to the fullest extent possible, in the advantages offered by our school system.

I referred, in my last report, to an interest awakened in the improvement of school premises by the planting of shade and ornamental trees, and reported several districts, especially St. Stephen, where Arbor Days were celebrated during 1885. That interest, I am pleased to state, has grown during 1886, and many teachers and schools last spring became, for the first time, enthusiastic in their efforts to improve the appearance and comfort of their school premises. Several school grounds were ploughed, levelled, harrowed and sown with grass seed, others were fenced, others were cleared of rocks, and 1,600 trees, principally rock maple and elm, were set out on 44 different school grounds, chiefly in Carleton County and Western York. St. Stephen, Moncton, Richibucto, and other distant places, also engaged in successful tree planting. I trust this movement will be encouraged by the Board of Education, in appointing a schools' Arbor Day to be observed next May throughout the province.

During the year two school districts, viz., Nos. 9 and 14, Brighton, were united, and one of the school-houses has been moved to the centre and repaired. This formerly existed as one district, but was some years ago divided, only to become dissatisfied with two weak sections and two poor schools. Districts Nos. 5 and 13, on opposite sides of the Becaguimic, and supporting at intervals two weak schools, would also profit by a union and by a school established at the bridge connecting the two districts. It is far better to have a school large enough to ensure emulation, and continuously maintained under a teacher of ability, than to have two weak schools operated only about two-thirds of the time at nearly double the cost, and under inferior teachers, even though two or three remote families have to go two miles or more to school.

Superior Schools have been in operation in Moncton and St. Stephen; at Harvey Station, Forest City, Eel River, Marysville, Nashwaaksis and Keswick Ridge, in York County; also at Hartland, Florenceville, Jacksonville, Centreville and Lakeville, in Carleton County. The Superior Schools at Eel River and Lakeville terminated June 30th. I have not yet visited those at Marysville and Nashwaaksis. The others were in successful operation, and, with the exception of the Hartland school, they all remain in charge of their last year's teachers. These schools afford excellent opportunities for preparation to those looking toward the Normal School.

The schools of Fredericton and the incorporated towns were inspected in March and April, except those of Moncton, which were visited in June. These graded schools are among the best in the province, both in regularity of attendance, systematic grading and in the ability and zeal of the teachers. The following tabular statement will serve as a means of comparing these towns with each other in respect of certain features pertaining to their schools :—

TOWNS.	No. of Pupils enrolled.	Average attendance to date of inspection.	Percentage of attendance.	Present at inspection.	No. of Pupils in 1st Standard.	No. in 2nd Standard.	No. in 3rd Standard.	No. in 4th Standard.	No. in 5th Standard.	No. in 6th Standard.	No. in 7th Standard.	No. in 8th Standard.	No. in 9th Standard.	No. in 10th Standard.	No. in 11th Standard.	No. in 12th Standard.
Fredericton.....	1085	838	76½	838	144	163	141	144	104	62	104	74	71	67	27	..
Moncton.....	991	718	72	720	108	226	162	106	178	128	34	37	6	4	..	..
Woodstock.....	598	446	77	478	107	93	83	94	77	51	31	27	16	18	1	..
St. Stephen.....	438	351	80	371	74	48	72	51	57	39	34	30	19	8	6	..
Milltown.....	305	216	71	200	87	37	42	44	31	30	23	8	3	..	..	..
Totals, 1886.....	3417	2569	75	2607	520	567	500	439	447	310	226	176	115	97	34	..
Totals, 1885.....	3499	2513	71	2222	532	587	614	434	363	252	226	178	116	63	27	4
Increase.....	..	51	..	385	..	..	..	5	84	68	..	..	..	34	..	..
Decrease.....	82	..	..	..	12	20	114	..	..	..	..	2	1	..	3	4

An examination of the above table and a comparison of it with a similar one last year shows the following :—

1st. St. Stephen made the most regular attendance and Milltown, as in 1885, made the least, while the total average attendance for the five towns was 51 greater than in the year preceding.

2nd. St. Stephen and Woodstock pupils attended the inspectoral examinations most largely, and the total attendance at inspection was 385 greater than in the preceding year, notwithstanding the total enrolment was 85 less.

3rd. Fredericton grading was most regular. Woodstock schools are graded with more regularity than formerly. Moncton shows badly in the 2nd and 7th Standards though quite regular in the others; while St. Stephen exhibits a very small 2nd Standard class as compared with the first Standard.

4th. The enrolment in every town except Moncton was considerably smaller than it was in 1885, due no doubt to the enrolment extending over only six months as compared with an eight months' term in the preceding year.

The following table relates to the number of departments and the sex and class of the teachers :—

TOWNS.	No. of Schools or Departments.	No. of Male Teachers.	No. of Female Teachers.	No. of Teachers of Grammar School Class.	No. of 1st Class.	No. of 2nd Class.	No. of 3rd Class.
Fredericton.....	25	7	19	3	19	3	
Moncton.....	17	3	14	..	3	11	
Woodstock.....	12	2	10	1	4	5	
St. Stephen.....	9	2	7	1	7	1	
Milltown.....	6	1	5	..	1	4	
Total, 1886.....	69	15	55	5	34	24	7
Total, 1885.....	67	16	51	5	31	27	4
Increase.....	2	..	4	..	3	..	3
Decrease.....	..	1	..	..	..	3	..

It will be observed that there has been an increase of two departments. Fredericton, Moncton and Woodstock each added one, Milltown retained its number, while St. Stephen closed a department by distributing its pupils among the other schools.

Fredericton and St. Stephen still lead in the proportion of high-class teachers, and I may add, this lead corresponds with the salaries they pay as compared with the stipends in the other towns. The schools of Fredericton, taken as a whole, are well-organized, well governed and well taught and the teachers are actuated by an excellent spirit.

At Moncton there was an evident improvement in several departments and all the teachers seemed ambitious to excel. There was also a more general desire to co-operate as a staff in perfecting the organization and methods of teaching and discipline.

At the close of the examination I had the pleasure of meeting all the teachers of the town and discussing with them several matters pertaining to the schools. Such as grading, uniformity of discipline and management, teachers' meetings, needed appliances, readjustment of desks, etc., etc. The interest shown by the teachers in these matters and the friendly disposition manifested promised well for the Moncton schools under the able principalship of Mr. Wibur.

I also had a conference with the leading members of the Town Board and the Secretary, Mr. Knight, urging them to lift the High School at once above the 8th standard and to uphold and assist the principal in a better system of grading.

The Woodstock schools are in certain particulars improving, especially in the matter of grading. The Advanced Department, under Mr. Kerr, is, however, yet burdened with three grades; but it is probable that this defect will not long continue. The teachers are energetic and faithful in the discharge of their duties. The St. Stephen and Milltown schools were being maintained in their usual efficiency.

GRAMMAR SCHOOLS.

The following tabular statement from statistics taken in April and June last, will serve to show the grade and amount of instruction being communicated in these 14 Grammar Schools. We have in these Grammar Schools as follows:—

GRAMMAR SCHOOL.	No. enrolled.	No. below Standard VIII.	No. above Standard VIII.	Standard IX.	Standard X.	Standard XI.
St. John.....	202	..	202	93	60	48
Fredericton.....	147	..	147	71	49	27
Woodstock.....	35	..	35	16	18	1
St. Andrews.....	41	25	16	13	3	..
Andover.....	36	34	2	2	..	..
Sheffield.....	27	15	12	9	3	..
Gagetown.....	27	23	4	4	..	..
Sussex.....	59	44	15	15	..	..
Harvey (Albert Co.)....	42	33	9	9	..	..
Shediac.....	40	29	11	4	7	..
Richibucto.....	40	33	7	4	3	..
Chatham.....	44	35	9	6	3	..
Bathurst.....	32	29	3	3	..	..
Dalhousie.....	42	38	4	4	..	..
Total.....	814	338	476	253	146	76

We thus see that St. John and Fredericton enrolled 349 with naught below Standard VIII; 349 above Standard VIII; Standard IX, 164; Standard X, 109; Standard XI, 75. Remaining twelve Grammar Schools enrolled 465, with 338 below Standard VIII; 127 above Standard VIII; Standard IX, 89; Standard X, 38; Standard XI, 1.

It thus appears that the 12 town and village Grammar Schools have an average of not quite 12 high-grade pupils each, while the two city Grammar Schools have an average of 175 high-grade pupils each, and an average of 35 to each of their 10 teachers.

The internal work of the schools throughout my Inspectorate has been, in the main, satisfactory. Many teachers pursue their calling with a tact and devotion worthy of all praise. There will always be found some schools deficient, and this is to be expected; but, my aim has been to encourage all while giving hints and suggestions to some. In arithmetic, geography and writing results have been the most satisfactory. I find British history generally imperfectly understood, due, in most cases, to the inability or neglect of the teacher to explain and amplify what is only outlined in the text book.

The Teachers' Institute at Woodstock was well attended and unusually interesting and profitable. Dr. Hall, of the Nova Scotia Normal School, was in attendance, and rendered valuable service.*

In closing this report, I am reminded that during the year two of our most successful teachers severed their connection with the fraternity, to enter upon missionary labor in Africa. I refer to Miss Louise Hartley and Mrs. A. B. Boyer, formerly Miss Shea of the Model School. These ladies will be long held in grateful remembrance by those whom they have taught as also by their fellow teachers.

Another loss to the profession was sustained in the sad and somewhat sudden death of the late James G. McCurdy of Moncton. Mr. McCurdy's long service in that town, his success in teaching and in moulding the character of those committed to him, his singular purity of life and his uniform urbanity ever gave him a high place in the affection of his pupils and the general esteem of the community.

Very respectfully submitted,

I. B. OAKES, *Inspector of Schools.*

* A very successful Institute was also held at Fredericton.—W. C.

APPENDIX C.

REPORTS OF BOARDS OF SCHOOL TRUSTEES.

I. CITY OF FREDERICTON.

Board of School Trustees.

HON. A. F. RANDOLPH, CHAIRMAN.

J. L. INCHES, Esquire,

P. McPEAKE, Esquire,

A. A. STIRLING, Esquire,

JOHN J. WEDDALL, Esquire,

G. E. COULTHARD, Esquire, M. D.,

WESLEY VANWART, Esquire,

CHAS. A. SAMPSON, Secretary.

The Board of School Trustees of the City of Fredericton, respectfully submit herewith their fifteenth annual report, upon the schools under their control.

We are gratified to report that the work of the year just closed has been of an encouraging and satisfactory character. Unlike the previous year, there was an absence of sickness among the pupils to any serious extent, but this fact did not overcome the irregularity of attendance so painfully manifest in a few departments. From our observation, and from the experience of the teachers we naturally conclude that the work of the class-room would be much more congenial and the progress of the pupils ten-fold more satisfactory, were some regulation approaching compulsory attendance adopted.

Since the occupation of the new and commodious building on Charlotte street in 1885 we have had at our disposal ample accommodation for all the children residing in that section of the city, and they are provided with well ventilated and well furnished class-rooms. Such is not, however, the condition of all our buildings. The sanitary arrangements of our largest building, the York street school, are far from what we could wish, and its imperfect ventilation has frequently engaged the serious consideration of the Board. The expense connected with the erection of a new building two years ago, has caused us to weigh well our financial position, but the responsibility placed upon us for the care of the health of more than three hundred children in that building will not warrant much longer delay in improving the accommodation at present existing. On more than one occasion the Inspector felt it to be his duty to refer to this matter. In his last report, he says :—

“The ventilation, or rather lack of ventilation, of the York street building is still a very serious defect, endangering the health both of the teachers and pupils. The same remarks concerning the need of attention to this matter, made in my last year's report, are applicable now. Could your Board see their way toward the erection of a new building to replace this one, it would be well to take early steps toward such an end.”

Satisfactory work is being done in the Collegiate and High School where 145 pupils are enrolled. As you are aware the subjects taught in this school are embraced in standards IX, X, XI and XII. The permanent staff of teachers consists of Geo. R. Parkin, A. M., H. V. Bridges, A. M., and Miss L. J. Gregory, and F. B. Meagher, A. M., assistant. In our last report we referred to the appointment of Mr. E. M. Fenety, A. B., as assistant teacher. This estimable young gentleman, who gave promise of doing efficient work, had only fairly commenced the duties of the present year when he was laid aside by illness, and in a few short days he succumbed to the disease. The work begun by him was ably carried forward by Mr. B. C. Foster, A. B., to the close of the winter term. In August last Mr. F. B. Meagher, A. M., was appointed assistant teacher and has since been rendering effective aid to the staff. The tendency of many of the pupils in this school has prompted the examiner to suggest a more rigid adherence to the requirements of applicants for promotion in future. In his report the Inspector remarks:

"This important school is doing excellent work in all its departments, Mr. Parkin imparting the superior classical instruction for which he is distinguished; Miss Gregory being equally proficient in her department. But while such good instruction is being given in the Collegiate School, it is very evident that many have entered it inadequately prepared, especially in mathematics. This results chiefly, no doubt, from a too rapid grading in the lower departments. * * * The parent is often too anxious for the promotion of his children in grade, regardless of their present attainments or the future consequences, and the grading examiner is, doubtless, at times under a pressure from this source. It would seem desirable that the examiner exercise special care in promotion to standards II and III, also to standards VII and VIII, in which the pupil is introduced to the abstract subjects of Algebra and Geometry. I may state that I have conversed with the grading examiner on this matter and believe our views agree, and if, in the future, he should stand to the conditions of promotion a little more firmly, your Board would, no doubt, sustain him in such a course."

Mr. Geo. A. Inch continues to discharge the duties of Principal of York street school, and the work of the various departments under his supervision is being satisfactorily prosecuted. The teaching staff here has been subjected to considerable change during the year, and much as we deplore a break in the conduct of any of the departments, such changes are unavoidable. After a number of years of close application to her work Miss Louise Pickard, in June last, was granted leave of absence for one year, and her department was placed in charge of Miss E. E. Ross, of Wiseley School. Owing to the small number of pupils in attendance at the latter school, it was closed. The children living in that vicinity are consequently obliged to travel to the school at Morrison's Mill. At the beginning of the summer term, Miss Porter, of the third department, was transferred to Charlotte street school, and Miss Alice Vandine was transferred from Morrison's Mill school to this department. The other teachers of York street school are Misses Alice K. Meagher, Ella S. Thorne, and Janie Harvey, and all are well maintaining their previous record as energetic and efficient teachers.

In all the departments of the Model School the usual good work is being accomplished while the discipline, apparently natural, is very noticeable. The resignation of Miss Clara I. Shea, who has gone to India as a missionary, was much regretted, but her place is ably and efficiently filled by Miss F. I. Ross, who was transferred from

Charlotte street School. The other members of the staff are the same as last year, viz.: Mr. J. F. Rogers, head master, Miss Harvey and Miss H. J. MacLeod.

The several departments in Regent street School continue in a satisfactory condition. The teaching staff is the same as last year, viz.: Mr. J. Meagher, principal, Miss McKenna, Miss Bourgeois and Miss Duffy. Some re-adjustment was made in the primary classes at the beginning of the summer term, from which doubtless better work will result with less strain upon the teachers.

We can also report excellent progress in the various departments in Charlotte street School. The superior accommodation afforded in this new building is alike most beneficial to teachers and scholars. Miss McAdam, who was relieved from duty last winter on account of ill-health, resumed her work in April, and has since been doing good service. Owing to the transfer of Miss Ross to the Model School, her department is being carried along with very gratifying success by Miss Porter, who was transferred from York street School. The other members of the staff are the same as last year, Mr. H. B. Kilburn, principal, and Miss A. T. Moore. The pupils of this school are not only favored with good teachers, but with convenient and commodious class-rooms and cloak-rooms.

In referring to this school the Inspector says:—

"The trustees and the city are to be congratulated upon the completion of the Charlotte street school building, so well located on such spacious grounds, so well planned and finished and furnished. The teachers and pupils of this building will, doubtless, be able to do more and better work than was possible under the former conditions, and do it with greater comfort and less strain of physical powers. The planting of trees upon this school ground cannot fail to be a great source of beauty and pleasure in future years."

During the past year the Brunswick street school was again subjected to several changes in management. At the close of the winter term Miss Lawlor resigned her position as teacher, and was succeeded by Miss McGin, who, through failing health, was unable to discharge her duties more than one week at the beginning of the summer term. After a few days' delay Miss Collins was appointed her successor, and with much devotion discharged her duties until the close of the term, when she resigned. Beginning with the present year Miss E. G. McLaughlin assumed charge of this interesting primary department.

At the beginning of the summer term Miss Vandine, teacher of Morrison's Mill school, was transferred to the third department, York street school, and Miss Lottie E. Cliff was appointed in charge of the school thus rendered vacant.

As previously stated the Wiseley School is closed for the present. The school at Doak Settlement is still in charge of Miss Alice G. Duffy, and although the number in attendance is small, satisfactory work is being done.

From the excellent general report of the examiner upon the condition of our schools during the year, we make the following extracts:—

"The internal condition of the schools is generally satisfactory. Sound methods of teaching and a judicious administration of discipline prevail. The principals of the different schools are thoroughly competent and earnest, and they are admirably seconded by their associate teachers, so that while the attendance has been large, the work of the year has progressed very smoothly and successfully."

"The annual grading examinations were held in June last, and its results were a very satisfactory character. The tone of the schools is excellent, and though there has been nowhere any straining after effect, much real and solid progress has been made.

"An interesting feature of the year's work was the preparation of the exhibit of school work for the Indian and Colonial Exhibition. Though necessarily limited in range to the manual exercises of the various departments, the showing was very creditable, and, as I happen to know from seeing it in its place in the provincial education exhibit at South Kensington, it elicited very favorable comment from those qualified to judge of its merits.

"The High School has been largely attended during the year not only by the pupils who come up regularly from the Advanced Departments of the city schools and similar schools in its vicinity, but by a considerable number from various parts of the Province. As at present organized, it is in a good position to maintain its place at the head of the city schools, and as a feeder to the University. The lamented death of E. M. S. Fenety, whose appointment was noticed in my last report, caused a vacancy which was temporarily filled by the appointment of B. C. Foster, A. B.

"The York street school has done excellent work under somewhat unfavorable conditions; the Model School, the Charlotte street, Regent street, and Brunswick street schools, have fully maintained the high standard of efficiency which I had the pleasure to report last year, and the schools in the outlying districts have been well conducted.

"The progress of the schools during the year was steady rather than ostentatious. The staff of teachers is thoroughly acquainted with their duties, and deservedly enjoys the confidence of the Board and of the community. The respect in which they are held by both greatly enhances their influence for good.

"Public interest in the work of the schools continues to be manifested by large attendances at the public examinations, and while no very striking feature can be pointed out in the year's progress, there remains much ground for satisfaction in the fact that so important a work as the education of the children of the city has been carried on so well and so harmoniously. This fact is the best evidence of real progress, and I trust that the same unity of purpose and harmony of feeling and action will long continue to characterize the mutual relations of the School Board, the teachers, and the community generally."

During the year we caused general repairs to be made upon the building grounds under our supervision, but no very extended work was undertaken. Additional apparatus and furniture, on a limited scale, has been placed in some departments.

As you are aware we forwarded several books of specimens of manual work from our schools to the Indian and Colonial Exhibition. At the same time we sent photographic views of the interior and exterior of the new Charlotte street building.

The number of teachers on our staff during the year, including the High School and Model School, was: Winter Term, 25; Summer Term, 24; and one assistant.

The number of permits issued to applicants for admission into the schools for the year 1886 was three hundred and eighty-six.

By reference to tabular statement A, which accompanies this report, you will have seen that the receipts from all sources, for the year ended 31st October last, amounted to \$12,700.75, to which is added balance from last year \$291.22, making

\$12,991.97. The expenditure amounted to \$13,961.31, of which sum \$239.53 was placed to credit of permanent account.

Tabular statement B gives the names of teachers, age, sex, and number of pupils for term ended June last.

Tabular statement C gives the names and salaries of teachers, number of pupils in each department, per cent. of attendance, etc., for term ended 31st December last.

All of which is respectfully submitted,

CHAS. A. SAMPSON, *Secretary*.

Fredericton, January 1887.

Tabular Statement A.

General Account Receipts and Expenditures from 1st November, 1885, to 31st October, 1886.

On what Account.	Amount.	Amount.	On what Account.	Amount.	Amount.
Permanent Account— Charlotte St. School....		\$239 53	By bal. in People's Bank, 1st November, 1885...		\$291 22
Annual Expenditure— City Auditors.....	\$10 00		City taxes from treasurer,	12,500 00	
Rent.....	437 07		Tuition fees.....	150 75	
Insurance.....	73 00		Rent.....	50 00	
Office.....	3 70		Charge to building acct..	239 53	
Printing.....	20 00		Balance.....	729 81	
Fuel.....	443 09				13,670 09
Repairs.....	126 11				\$13,961 31
Indigent Pupils.....	11 70				
Interest.....	1,902 00				
Contingencies.....	220 61				
Examiner.....	160 00				
Secretary.....	700 00				
Teachers.....	8,641 50				
Janitors.....	973 00				
		13,721 78			
		\$13,961 31			

• CHAS. A. SAMPSON, *Secretary*.

Tabular Statement B.

Showing Schools, Names of Teachers, age, sex, and number of Pupils for Winter Term ending June, 1886.

School.	Name of Teacher.	Pupils 5 to 15 years.	Over 15 years.	Boys.	Girls.	Total.
Collegiate and High	Geo. R. Parkin,	6	34	40	..	40
	H. V. B. Bridges,	7	33	40	..	40
	L. J. Gregory,	34	35	..	69	69
York Street	Geo. A. Inch,	40	4	13	31	44
	Alice K. Meagher,	45	4	30	19	49
	Ella L. Thorne,	43	..	26	17	43
	Maggie B. Porter,	41	..	20	21	41
	Louise Pickard,	55	..	29	26	55
	Janie Harvey,	56	..	32	24	56
	J. F. Rogers,	43	2	11	34	45
Model	Clara I. Shea,	37	..	14	23	37
	Annie M. Harvey,	51	..	22	29	51
	H. J. Macleod,	45	..	24	21	45
	Jer. Meagher,	31	..	31	..	31
Regent Street	E. McKenna,	36	1	..	37	37
	F. Bourgeois,	43	..	..	43	43
	S. G. Duffy,	57	..	57	..	57
	Hiram B. Kilburn,	46	4	27	23	50
Charlotte Street,	Frances I. Ross,	41	1	20	22	42
	Annie J. Moore,	52	..	28	24	52
	Ida McAdam,	58	..	33	25	58
Brunsw'k Street	Ellen Lawlor,	66	..	22	44	66
Morrison Mill	Alice M. Vandine	40	1	27	14	41
Wiseley	Effie E. Ross,	19	2	13	8	21
Doak Settlem't	Alice G. Duffy,	14	2	9	7	16
		1006	123	568	561	1129

CHAS. A. SAMPSON, *Secretary.*

Tabular Statement C.

giving Names and Salaries of Teachers, Number of Pupils in each Department, and Percentage Attendance, from 1st July, 1886, to 31st December, 1886.

ool.	Name of Teacher.	Annual salary from trustees.	No. Boys.	No. Girls.	Total pupils.	Percentage attendance for term.
gi'te High	Geo. R. Parkin,	\$400	42	..	42	72.05
	H. V. B. Bridges,	665	42	..	42	83.04
	L. J. Gregory,	500	..	61	61	69.22
	F.B. Meagher, ass't	600	..	..	..	..
treet	G. A. Inch,	600	16	38	54	76.04
	Alice K. Meagher,	250	30	28	58	76.08
	Ella L. Thorne,	250	28	15	43	69.
	Alice M. Vandine,	250	26	27	53	69.66
	Effie E. Ross,	250	28	24	53	74.
	Janie Harvey,	225	24	29	53	75.
	J. F. Rogers,	600	11	35	46	88.
al	Frances I. Ross,	250	21	24	45	88.02
	Annie M. Harvey,	160	18	32	50	91.04
	Helen J. Macleod,	160	24	23	47	83.83
	Jer. Meagher,	600	43	..	43	77.
nt treet	Ellen McKenna,	250	..	38	38	83.79
	Frances Bourgeois	225	..	45	45	85.40
	S. G. Duffy,	250	54	..	54	75.
lotte treet	H. B. Kilburn,	600	18	25	43	78.
	M. B. Porter,	250	24	18	42	80.21
	Annie T. Moore,	250	28	23	51	75.01
	Ida McAdam,	225	32	28	60	82.
sw'k treet ison Mill lem't	M. A. Collins,	225	19	41	60	81.80
	Lottie E. Cliff,	250	29	20	49	53.81
	Alice G. Duffy,	225	10	7	17	73.
			567	581	1149	

CHAS. A. SAMPSON, *Secretary.*

II. CITY OF PORTLAND.

Board of School Trustees.

EDWIN FISHER, ESQUIRE, CHAIRMAN,	
JOHN TAPLEY, Esquire,	RICHARD FARMER, Esquire,
THOS. E. MILLEDGE, Esquire,	JAMES WILSON, Esquire,
THOS. MCELROY, Esquire,	MICHAEL COLL, Esquire.
W. KILPATRICK, Secretary,	FRANK H. HAYES, Superintendent.

To the Chief Superintendent of Education:—

SIR,—The Board of School Trustees of the City of Portland, herewith respectfully submit their annual report of the schools under their supervision, for the school year ending December 31st, 1886.

On the 31st December, 1885, the term of office of Edwin Fisher, Esq., having expired, he was re-appointed Chairman of this Board.

During the past year there were several changes on the staff of teachers.

On February 5th, J. A. McIntyre was compelled, on account of illness, to resign the principalship of the Peel street schools, and G. R. Devitt was removed from the Milledgeville school to fill this vacancy. Miss A. J. Laskey resigned the second position in the Peel street school October 1st, and was succeeded by Miss A. E. Livingstone, who was removed from the third department of the Madras School.

Miss Agnes McCormick resigned as third teacher in the Bently building on 1st July and Miss L. L. Barlow was removed from the Sandy Point school to this place.

Miss E. M. Aitkin was appointed to succeed Miss Livingstone in the Madras school.

Miss Joanna Carney resigned charge of the third department of the St. Peter's girls' school. On the 1st July Miss Ellen Lawlor, a former employee of this Board was appointed in her stead.

Miss Annie Morrell was appointed to the Sandy Point school to succeed Miss Barlow at the commencement of the autumn term.

On February 7th Mr. M. D. Brown succeeded Mr. G. R. Devitt in the charge of the Millidgeville school.

In August it was found necessary to open a new school in St. Peter's Hall for boys. Miss Maggie Delaney was placed in charge of this school.

At the beginning of the autumn term the Board vacated the two school-rooms in the Marsh Bridge building and amalgamated these schools with those in the Winter street building. The two rooms in the upper flat of the latter building, which had been closed for some years, were consequently re-opened. There are, thus, ten schools in the Winter street building.

Necessary repairs in the school-room and premises were made under the direction of Committees of the Board during the year.

In the year just closed no epidemic has prevailed to any extent.

The schools, both in regard to increased regularity of attendance and proficiency of the pupils, are in an eminently satisfactory condition, as will be seen from the accompanying tables, Nos. 1 to 10, inclusive, and the following extracts taken from our

but the percentage of pupils passed was also very much greater. The tables numbered 7 and 8 will show you the number of pupils presented and passed in each grade for the year and will give a comparative statement of the grading returns for the years 1884, 1885 and 1886."

"According to table No. 7 you are told that 1725 pupils presented themselves for examination, and 1509 pupils of that number passed the required test, or 87.47 per cent. passed the examinations. This is indeed a most healthy showing, being about ten per cent. in advance of any previous year."

"I am satisfied that I can affirm, without fear of successful contradiction, that in no system of schools in our Province, are the pupils as thoroughly graded as in our city schools."

"In February, when Mr. MacIntyre severed his connection with the Peel street school, the Superior School was removed from that school to the department in Winter street under the charge of Mr. J. W. Hickson."

"In January of 1885, our pupils were asked to prepare specimens of Manual Work, to be forwarded to the Indian and Colonial Exhibition, London. But a short time was allowed in which to prepare."

"One thing can be said respecting our exhibit: It was the direct result of school instruction alone, and was entirely performed by the pupils themselves."

"You gentlemen, and our citizens generally, must have been much gratified with the exhibit shown by our schools, unsurpassed by none and equalled by but few. If you remember, the printing and print script exercises were particularly excellent."

"There is one matter in which I have been working to bring about an improvement in our schools, and that is in the direction of lessening the number of grades in each school."

"Twenty of our schools are now teaching but one grade. I regret to say that there are still four schools in which three grades are taught. The want of teaching power in these schools is something to be deplored, but which as yet we cannot control."

"I believe that our schools will compare favorably with those in any portion of the province. It is true that we do not attempt to make a great show, but believe in giving each child a thorough education as far as we go."

"As a body, our teachers are men and women who are loyal to their work, and imbued with a spirit that is exercising an influence upon the youth of our city, that will bear fruit in succeeding generations."

"They are such a class of ladies and gentlemen as should be protected, encouraged and thus stimulated in their arduous work."

Annexed hereto, please find tabular statements, Nos. 1 to 10 inclusive, showing state of our schools, amounts received and amounts expended for the support and maintenance of the public schools under the control and management of this Board.

All of which is respectfully submitted,

W. KILPATRICK.

*Office of School Board, City of Portland, }
January 13th, 1887.*

Statement No. 1.*Showing State of Schools in the City of Portland for the Spring Term, 1886.*

No. of Schools.	Class of Teachers.						No. of Teachers.		No. of Pupils on Register.	Average Attendance.
	I.		II.		III.					
	M.	F.	M.	F.	M.	F.	M.	F.	Boys, 1177 Girls, 1187	
40	8	9	1	18	..	4	9	31	2364	1631

Statement No. 2.*Showing State of Schools in the City of Portland for the Autumn Term 1886.*

No. of Schools.	Class of Teachers.						No. of Teachers.		No. of Pupils on Register.		Average Attendance.
	I.		II.		III.				Boys, Girls,	1162 1217	
	M.	F.	M.	F.	M.	F.	M.	F.			
41	8	10	1	16	..	6	9	32	2379	1800	

Statement No. 3.—*Spring Term, 1886.*

No. of School Buildings..	Grades.	Class.	Teachers' Names.	No. pupils enrolled.	Average Attendance during term.	Percentage of Attendance.
No. 1	6 and 7	I.	G. W. Dill,.....	51	38.5	75.4
" 1	5 " 6	I.	Grace Murphy,.....	51	39.5	77.5
" 1	4 " 5	II.	Jessie Sutherland,....	46	35.	76.1
" 1	3 " 4	II.	Hattie M. Green.....	67	51.4	76.7
" 1	2 " 3	I.	Annie Sanburn,.....	58	44.9	77.4
" 1	1 " 2	II.	Hannah White,.....	80	58.5	73.1
" 2	8 " 9	I.	George R. Devitt.....	38	26.	68.5
" 2	" 4	II.	A. J. Laskey,.....	50	40.4	80.8
" 2	2 " 3	II.	Maggie R. Gray,.....	66	47.8	72.4
" 2	1 " 2	II.	Maggie J. Long,.....	68	47.2	69.4
" 3	5, 6 " 7	I.	E. R. Machum,.....	41	28.4	67.6
" 3	2, 3 " 4	I.	Phebe Vanwart,.....	58	47.7	77.
" 3	1 " 2	II.	Agnes McCormick,....	60	40.7	67.8
" 4	5 " 6	I.	H. Y. Corey,.....	52	37.	71.
" 4	3 " 4	I.	Kate A. Kerr,.....	60	43.7	72.8
" 4	2 " 3	I.	A. E. Livingstone,....	60	41.9	69.8
" 4	1 " 2	II.	Lillie E. Baxter,.....	72	44.1	61.3
" 4	1 " 2	II.	John Brooks,.....	62	41.2	66.4
" 5	5, 6 " 7	I.	M. J. McKenna,.....	58	39.	67.7
" 5	" 4	I.	J. Frank Owens,.....	69	49.6	71.8
" 5	2 " 3	II.	Sarah Smyth,.....	69	47.4	69.
" 5	1 " 2	III.	Ella St. C. Kerr.....	100	60.2	60.2
" 5	3 " 4	II.	Joanna Carney,.....	57	41.7	73.1
" 5	2 " 3	III.	Susan O'Mahoney,....	65	40.9	62.9
" 5	1 " 2	II.	Alicia McCarron,....	93	47.9	51.5
" 6	6, 7 " 8	I.	Sarah Burchill,.....	45	27.9	62.
" 6	4 " 5	III.	Ellen O'Grady,.....	55	34.4	62.6
" 7	8, 9 " 10	I.	J. W. Hickson,.....	29	17.8	61.
" 7	" 7	I.	Sarah Taylor,.....	44	35.	79.5
" 7	5 " 6	I.	Bertie A. McLeod,....	59	40.1	67.
" 7	" 5	III.	Eliza C. Wetherall,....	55	40.4	73.5
" 7	" 4	II.	S. A. Armstrong,.....	67	48.7	72.8
" 7	" 3	II.	Amy Iddles,.....	67	47.7	71.
" 7	" 2	II.	Ada Macdonald,.....	70	49.7	70.
" 7	" 1	II.	Etta Barlow,.....	74	50.9	68.7
" 8	3 " 4	II.	M. Anna Ward,.....	48	33.	69.
" 8	1 " 2	II.	Mary G. Gunn,.....	48	32.9	68.3
" 9	mix. grades	I.	Lottie L. Barlow,....	47	30.3	64.4
" 10	"	I.	Malcom D. Brown....	76	45.2	59.4
" 11	"	III.	Adella Staples, C.R.A.			
" 11	"	II.	Margaret Wood.....	29	16.	55.2

Statement No. 4.—Autumn Term, 1886.

No. of School Buildings.	Grades.	Class.	Teachers' Names.	No. on Register.	Average Attendance during term.	Percentage of Attendance.
No. 1	7 and 8	I.	G. W. Dill,	37	28.6	77.2
" 1	6	I.	Grace Murphy,	55	40.5	73.6
" 1	5	II.	Jessie K. Sutherland, ..	68	55.2	81.1
" 1	4	II.	Hattie M. Green,	76	62.3	82.0
" 1	2 " 3	I.	Annie Sanburn,	63	51.0	81.0
" 1	1	II.	Hannah White,	45	38.3	85.1
" 2	8 " 9	I.	G. R. Devitt,	36	31.2	86.8
" 2	3	I.	A. E. Livingstone,	61	48.0	78.8
" 2	2	II.	Maggie R. Gray,	49	40.1	81.9
" 2	1	II.	Maggie J. Long,	67	52.0	77.5
" 3	5, 6 " 7	I.	E. R. Machum,	42	30.2	70.2
" 3	3 " 4	I.	Phebe Vanwart,	51	39.7	77.9
" 3	1 " 2	I.	Lottie L. Barlow,	68	48.6	71.4
" 4	5	I.	H. Y. Corey,	58	45.0	77.6
" 4	3 " 4	I.	Kate A. Kerr,	79	60.5	76.6
" 4	2 " 3	I.	Eleanor M. Aitken, ...	66	52.0	78.7
" 4	1 " 2	II.	Lillie E. Baxter,	72	52.0	72.0
" 4	1	II.	John Brooks,	54	44.4	82.2
" 5	6, 7 " 8	I.	M. J. McKenna,	38	28.1	74.0
" 5	4 " 5	I.	J. Frank Owens,	66	48.6	73.6
" 5	3 " 4	II.	Sarah Smyth,	50	38.5	77.3
" 5	3 " 4	III.	Ellen Lawlor,	75	58.0	77.0
" 5	2 " 3	III.	Maggie R. Delaney, ..	71	47.9	66.5
" 5	2	III.	Susan O'Mahony,	67	44.0	65.5
" 5	1	II.	Alicia McCarron,	75	43.5	58.0
" 5	1	III.	Ella St. C. Kerr,	75	47.7	63.5
" 6	6, 7 " 8	I.	Sarah Burchill,	47	37.3	79.3
" 6	5	III.	Ellen O'Grady,	51	37.2	73.0
" 7	8, 9 " 10	I.	J. W. Hickson,	49	38.2	79.5
" 7	7	I.	Bertie A. McLeod,	39	30.0	76.6
" 7	6	III.	Eliza C. Wetherall, ...	61	52.0	85.3
" 7	5 " 6	I.	Sarah Taylor,	50	40.9	81.7
" 7	4 " 5	II.	M. Anna Ward,	63	44.5	70.6
" 7	4	II.	Sarah A. Armstrong, ...	57	48.1	84.4
" 7	3	II.	Amy Iddles,	67	49.6	74.0
" 7	2	II.	Ada Macdonald,	55	43.7	79.4
" 7	1 " 2	II.	Mary G. Gunn,	75	55.7	74.3
" 7	1	II.	Etta Barlow,	72	60.0	83.4
" 9	mix. grades	II.	Annie Morrell,	45	34.8	77.3
" 10	"	I.	Malcolm D. Brown, ...	60	37.4	62.3
" 10	"	III.	Adella Staples, C. R. A.			
" 11	"	II.	Margaret Wood,	24	14.0	58.0

Statement No. 5.

Monthly Percentage of Attendance—Spring Term.

TEACHER'S NAMES.	Jan.	Feb.	March.	April.	May.	June.	Average
George W. Dill.....	91	88	85	79	75	71	81.5
Grace Murphy.....	88	82	85	77	78	64	79.
Jessie K. Sutherland.....	86	77	83	73	72	79	78.3
Hattie M. Green.....	85	86	88	84	80	89	85.3
Annie Sanburn.....	86	86	79	85	81	90	84.5
Hannah White.....	80	77	84	83	88	91	83.8
George R. Devitt.....	80	75	80	80	73	80	78.
Amelia J. Laskey.....	86	86	88	87	82	88	86.2
Maggie R. Gray.....	86	84	83	82	77	84	82.6
Maggie J. Long.....	73	80	80	78	81	86	79.6
Edwin R. Machum.....	82	84	83	83	84	86	83.6
Phebe Vanwart.....	83	81	85	81	86	86	83.6
Agnes McCormick.....	76	80	80	79	86	82	80.5
Hebron Y. Corey.....	88	83	82	74	80	83	81.6
Kate A. Kerr.....	82	88	82	74	73	60	76.5
Agnes E. Livingstone.....	84	70	81	76	76	79	77.6
Lillie E. Baxter.....	76	73	75	70	71	79	74.
John Brooks.....	78	81	80	74	68	65	74.3
Michael J. McKenna.....	79	88	75	79	81	86	81.3
Sarah Burchill.....	77	81	73	84	67	80	77.3
Ellen O'Grady.....	72	79	73	79	76	76	76.3
J. Frank Owens.....	84	80	79	78	80	84	80.8
Joanna Carney.....	80	78	77	82	82	77	79.3
Susan O'Mahoney.....	76	92	83	66	89	78	80.6
Sarah Smith.....	77	82	79	78	75	80	78.5
Alicia McCarron.....	66	69	73	71	65	81	70.8
Ella St. C. Kerr.....	66	74	70	81	79	80	75.
John W. Hickson.....	77	78	74	82	71	94	79.3
Sarah Taylor.....	86	85	82	74	75	81	80.5
Bertie A. McLeod.....	82	77	84	79	78	87	81.1
Eliza C. Wetherall.....	83	79	88	79	81	85	82.5
Sarah A. Armstrong.....	81	83	83	81	87	86	83.5
Amy Iddles.....	84	81	81	78	79	89	82.
Ada Macdonald.....	76	80	80	83	84	84	81.1
Etta Barlow.....	75	80	80	81	79	90	80.8
M. Anna Ward.....	73	69	73	81	83	80	76.5
Mary G. Gunn.....	70	60	84	80	87	92	78.8
Lottie L. Barlow.....	81	80	70	79	56	83	74.8
Malcom D. Brown.....	81	80	78	79	75	79	78.6
Margaret Wood.....	66	81	62	65	63	54	65.1

Statement No. 5.—Continued.

Monthly Percentage of Attendance—Autumn Term.

TEACHERS' NAMES.	Aug.	Sept.	Oct.	Nov.	Dec.	Average.
George W. Dill.....	88	82	81	80	78	81.8
Grace Murphy.....	87	78	83	86	71	81.
Jessie K. Sutherland.....	87	84	86	86	83	85.2
Hattie M. Green.....	88	89	87	91	94	89.8
Annie Sanburn.....	91	86	88	87	86	87.6
Hannah White.....	75	89	85	87	84	84.
George R. Devitt.....	94	88	92	92	92	91.6
Agnes E. Livingstone.....	84	84	80	86	82	83.2
Maggie R. Gray.....	85	88	88	85	89	87.
Maggie J. Long.....	77	82	78	85	85	81.4
Edwin R. Machum.....	83	77	80	86	84	82.
Phebe Vanwart.....	86	88	80	85	81	84.
Lottie L. Barlow.....	76	80	85	79	70	78.
Hebron Y. Corey.....	88	83	86	84	86	85.4
Kate A. Kerr.....	80	84	85	85	91	85.
Eleanor M. Aitken.....	87	84	85	84	89	85.8
Lillie E. Baxter.....	78	85	83	82	70	79.8
John Brooks.....	80	89	88	88	82	85.4
Michael J. McKenna.....	90	85	85	86	87	86.6
Sarah Burchill.....	88	88	92	86	84	87.6
Ellen O'Grady.....	89	80	85	82	77	82.6
Frank Owens.....	86	85	80	86	90	85.4
Sarah Smyth.....	89	85	80	83	84	84.2
Ellen Lawlor.....	84	83	84	71	78	80.
Maggie R. Delaney.....	78	82	77	77	83	79.4
Susan O'Mahoney.....	70	91	95	66	68	78.
Alicia McCarron.....	65	71	77	77	70	72.
Ella St. C. Kerr.....	81	83	83	86	65	79.8
John W. Hickson.....	80	83	83	91	89	85.2
Bertie A. McLeod.....	81	82	77	86	83	81.8
Eliza C. Wetherall.....	83	80	86	88	79	83.2
Sarah Taylor.....	86	84	80	81	78	81.8
M. Anna Ward.....	85	88	81	82	82	83.6
Sarah A. Armstrong.....	90	91	87	87	86	88.2
Amy Iddles.....	82	89	88	78	87	84.8
Ada Macdonald.....	85	79	82	87	87	84.
Mary G. Gunn.....	81	81	85	79	86	82.4
Etta Barlow.....	85	90	87	91	89	88.4
Annie Morell.....	80	90	88	83	76	83.4
Malcom D. Brown.....	86	80	80	72	76	78.4
Margaret Wood.....	72	68	71	70	57	67.6

Statement No. 6.

*Containing a Comparative Table of the attendance in the Public Schools in the City of
Portland from January, 1872 to December 31st, 1886.*

Year.	Term.	Total No. of Pupils Enrolled.	Average Daily Attendance.	Percentage of Attendance.	No. of Teachers Employed.	Aver'ge No. of Pupils to each Teacher.
1872..	{ Winter.....	1607	946	60	22	72
	{ Summer.....	1802	1020	57	30	60
1873..	{ Winter.....	1741	1026	60	30	58
	{ Summer.....	1817	1065	60	31	55
1874..	{ Winter.....	1776	1053	60	30	59
	{ Summer.....	1742	1045	60	32	54
1875..	{ Winter.....	1851	1095	60	32	58
	{ Summer.....	1938	1151	60	33	59
1876..	{ Winter.....	1915	1229	64	34	56
	{ Summer.....	2048	1279	62	32	64
1877..	{ Winter.....	2141	1363	64	36	59
	{ Summer.....	2657	1547	58	41	65
1878..	{ Winter.....	2461	1507	61	41	60
	{ Summer.....	2648	1681	63	41	64
1879..	{ Winter.....	2583	1666	64	41	63
	{ Summer.....	2512	1645	65	41	61
1880..	{ Winter.....	2201	1504	68	41	54
	{ Summer.....	2331	1521	65	40	58
1881..	{ Winter.....	2117	1447	68	41	52
	{ Summer.....	2209	1500	68	40	55
1882..	{ Winter.....	2005	1389	68	40	56
	{ Summer.....	2248	1571	70	39	58
1883..	{ Winter.....	2126	1537	72	39	54
	{ Summer.....	2342	1550	66	40	59
1884..	{ Winter.....	2280	1606	70	40	57
	{ Summer.....	2426	1688	70	40	60
1885..	{ Winter.....	2403	1611	67	40	60
	{ Summer.....	2418	1633	73	40	60
1886..	{ Winter.....	2364	1631	69	40	59
	{ Summer.....	2379	1800	76	41	58

Statement No. 7.

Containing an exhibit of the results in Grading in each School Building in the City of Portland for the year 1886.

NAME AND NO. OF BUILDING.	No. of Schools in building.	No. of Pupils presented for Grading.	No. of Pupils passed in Grading.	Percentage of Pupils passed in Grading.
Indiantown Building, No. 1.....	6	285	281	98.59
Peel St. " " 2.....	4	170	161	94.7
Bentley " " 3.....	3	121	112	92.55
Madras " " 4.....	5	186	157	84.4
St. Peter's Hall " 5.....	7	365	289	79.2
St. Peter's Convent " 6.....	2	77	67	87.
Winter St. Building, " 7.....	8	355	321	90.4
Marsh Bridge " " 8.....	2	80	60	75.
Sandy Point, Millidgeville and African Buildings, Nos. 9, 10 and 11.....	3	86	61	71.
	40	1725	1509	87.47

Statement No. 8.

Containing an exhibit of the number of Pupils presented and passed in each Grade in the City of Portland for the years 1884, 1885 and 1886.

	1884.		1885.		1886.	
	Presented	Passed.	Presented	Passed.	Presented	Passed.
Grade I.....	184	147	185	155	247	205
" II.....	437	306	423	307	278	301
" III.....	319	274	347	304	302	270
" IV.....	271	220	252	191	331	303
" V.....	153	120	197	168	179	173
" VI.....	164	101	115	88	134	117
" VII.....	46	38	100	62	97	88
" VIII.....	22	22	35	34	41	36
" IX.....	2	2	16	15	13	13
" X.....	....	....	....	....	3	3
	1598	1230	1679	1324	1725	1509

Statement No. 9.

Showing the number of Pupils Enrolled in the different Grades in Public Schools of the City of Portland for the year 1886.

No. of Grade.		Spring Term.	Autumn Term.
Grade	I.....	493	436
"	II.....	501	423
"	III.....	356	340
"	IV.....	404	351
"	V.....	251	329
"	VI.....	156	186
"	VII.....	123	105
"	VIII.....	63	90
"	IX.....	18	14
"	X.....	3	12

Statement No. 10.

Receipts and Expenditures for Schools from January 1st, to December 31st, 1886

RECEIPTS.

Received from City Fund on account of School Tax.....	\$15,500 00
" County School Fund.....	4,192 74
" Over-drawn from Maritime Bank.....	220 89
" Other sources.....	7 41
Balance on hand January 1st, 1886.....	943 68
Total.....	\$20,864 72

EXPENDITURE.

Paid fuel for schools.....	\$459 58
" attendance.....	957 56
" furniture.....	367 25
" repairs.....	524 28
" rents.....	1,282 20
" insurance.....	345 66
" incidental expenses.....	65 65
" salaries.....	13,086 03
" Drury Cove School.....	63 85
" Interest on debentures.....	2,757 53
" Office expenses and secretary's salary.....	950 92
Total.....	\$20,864 72

III. TOWN OF MONCTON.

Board of School Trustees.

WM. J. ROBINSON, ESQUIRE, CHAIRMAN.

JOHN L. HARRIS, Esquire,

JOHN MCKENZIE Esquire,

H. A. WHITNEY, Esquire,

L. M. BOURQUE, Esquire,

EDWARD MCSWEENEY, Esquire,

JAS. H. MARKS, Esquire,

WM. B. KNIGHT, SECRETARY.

To the Chief Superintendent of Education:—

SIR,—The Board of School Trustees of the Town of Moncton herewith respectfully submit the annual report of the schools under their supervision for the year ending the 31st day of December, 1886.

During the past year some important changes have taken place in the *personnel* of the Board. Our much respected and esteemed chairmain Jas. McAllister, Esq., who had been an energetic member of the Board from its first organization, having resigned at the close of the last year, Mr. Wm. J. Robinson, Esq., was appointed by the Government to fill his place, and John H. Marks, Esq., was appointed by the Town Council to the position vacated by W. J. Robinson, Esq. Also, the term of office of L. M. Bourque, Esq., having expired on the 31st December, 1885, he was re-appointed by the Town Council.

The following changes have occurred in the staff of teachers: Miss Susie M. Ford having resigned at the close of the summer term, Miss Emma Condon was engaged in her stead. Mr. Jesse Collicutt having also resigned, Miss Maud Allen was appointed to the school thus vacated.

We have also the painful duty to report the death of Mr. Jas. D. McCurdy, who for over thirty years had been a popular and efficient teacher in our town. He was, at the time of his death, in charge of one of the advanced departments of our graded schools, and was highly esteemed and respected by all who knew him. He died at Newcastle, N. B., of typhoid fever, in October last after a short illness. His department was temporarily filled by Mr. J. E. Pollard until the close of the term.

The school-room accommodation having been increased, the Board was enabled to carry out the recommendations of the Chief Superintendent and Inspector, in reference to grading, viz.: not to have more than two grades taught in each department. This arrangement was effectually accomplished and found to work in a more satisfactory manner than formerly.

The usual terminal examinations passed off very creditably to all concerned showing a marked improvement in every department.

During the year the school buildings, where required, have been put in thorough repair, and repainted inside and outside, and every care taken to perfect the sanitary condition of the schools.

A step was also taken in the right direction in order to beautify and improve the school grounds, an Arbor Day (the 24th of May) having been set apart for that purpose. The teachers and scholars all took a deep interest in this work, which resulted in the planting of some 200 trees in the Central school grounds. This custom ought to be

encouraged and recommended by the Educational Department, and a day set apart for this especial purpose throughout the province.

In reviewing generally the school work of the past year, the results have been most gratifying to the School Board.

The schools have, providentially, been almost free from any sickness of a serious nature, and no unpleasantness has occurred requiring the intervention of the Board.

The teachers have evinced their usual interest and efficiency in their duties, resulting in marked progress in the different departments on the part of the pupils, and general harmony and good feeling has existed.

Herewith annexed you will find statements Nos. 1, 2, 3, 4, and 5, inclusive, showing the state of the schools, and the financial report for the year ending the 31st December, 1886.

In referring to the financial statement No. 5 a marked improvement in the result will be found over that of last year, showing as it does a balance on hand of \$1,232.84.

All of which is respectfully submitted,

WM. B. KNIGHT, *Secretary.*

Moncton, N. B., December 31st, 1886.

Statement No. 1.

Showing State of Schools at June 30th, 1886.

No. of Schools.	Class of Teachers.						No. of Teachers.		No. of Pupils on Register.	Average Attendance.
	I.		II.		III.					
	M.	F.	M.	F.	M.	F.	M.	F.	Boys, 537 Girls, 458	
17	2	1	2	9	..	3	4	13	985	737

Statement No. 2.

Showing State of Schools at December 31st, 1886.

No. of Schools.	Class of Teachers.						No. of Teachers.		No. of Pupils on Register.	Average Attendance.
	I.		II.		III.					
	M.	F.	M.	F.	M.	F.	M.	F.	Boys, 534 Girls, 388	
17	2	1	1	11	2	2	3	14	922	667

Statement No. 3.

Showing Names and Salaries of Teachers, No. of Pupils in each Department, Average Attendance from 1st January to 30th June, 1886.

School.	Grades.	Name of Teachers.	Salary.	Pupils on R'gist'r	Av'r'ge attend-ance.	P. cent. attend-ance.
Central, No. 1,	8 and 9	S. C. Wilbur.....	\$650	48	34.	70 $\frac{5}{8}$
" " 1,	7	J. G. McCurdy.....	580	46	32 $\frac{1}{2}$	70.
" " 1,	6	D. M. Trites.....	580	57	42 $\frac{7}{10}$	74 $\frac{9}{11}$
" " 1,	5	Catherine Hennessey.	245	59	44.	74.57
" " 1,	3 " 4	Mary J. Murray.....	170	56	42.	75.
" " 1,	2 " 3	Lottie O'Neill.....	170	61	49.45	81.
" " 2,	4 " 5	Agnes McSweeney	220	54	39.	72.22
" " 2,	1 " 2	S. M. Ford.....	170	61	52.	85.
" " 3,	4 " 5	Ella L. Stevens	170	59	48.21	81.74
" " 3,	4 " 5	Anastasia De Vere	170	61	41.94	68.71
Harris Avenue,	1 " 2	Ella McKay.....	170	70	47.14	67.35
" " 1	" 2	Maria B. Bourque	170	45	30.33	67.40
Lutes Street,	4 " 5	M. P. Simpson.....	220	57	40.	70.
" " 1	" 2	A. M. Lockhart.....	170	64	54.73	85.51
Weldon Street,	1, 2 " 3	Mary Jonah.....	170	73	48.27	66.12
" " 4	" 5	Jesse Collicutt.....	170	53	34.74	65.44
Bridge Street,	1, 2 " 3	L. Fawcett	170	65	51.61	79.56

Statement No. 4.

Showing Names and Salaries of Teachers, Number of Pupils in each Department, and Average Attendance from 1st July to 31st December, 1886.

School.	Grades.	Name of Teachers.	Salary.	Pupils on R'gist'r	Av'r'ge attend-ance.	P. cent. attend-ance.
Central, No. 1,	9 & 10	S. C. Wilbur.....	\$650	29	22.	76.
" " 1,	6 " 7	D. M. Trites.....	580	54	43 $\frac{1}{8}$	81 $\frac{3}{4}$
" " 1,	7 " 8	J. G. McCurdy.....	580	56	39 $\frac{1}{8}$	71 $\frac{3}{4}$
" " 1,	5 " 6	C. Hennessy.....	245	49	38.03	78 $\frac{1}{2}$
" " 1,	3 " 4	M. J. Murray.....	170	55	40.40	73.45
" " 1,	3 " 4	Lottie O'Neill.....	170	53	37 $\frac{1}{4}$	71 $\frac{1}{2}$
" " 2,	4 " 5	Ella L. Stevens.....	170	50	38.32	76.64
" " 2,	4 " 5	A. F. De Vere.....	170	56	39.57	70.66
" " 3,	5 " 6	Agnes McSweeney....	220	55	37.62	67.
" " 3,	1 " 2	A. M. Lockhart.....	170	67	54.88	81.91
Harris Avenue,	1 " 2	Ella J. McKay.....	170	71	46.	65.
" " 1, 2	" 3	M. B. Bourque.....	170	36	25.18	69.94
Lutes Street,	4 " 5	M. P. Simpson.....	220	61	44.	72.
" " 1	" 2	L. Fawcett.....	170	60	44.22	73.10
Weldon Street,	1 " 2	Mary Jonah.....	170	56	34.69	61.94
" " 3	" 4	E. M. Allen.....	170	56	39.85	71.16
Bridge Street,	1, 2 " 3	Emma Condon.....	170	58	41.58	71.71

Statement No. 5.*Showing the Receipts and Expenditure on Schools for the year ending 31st December, 1886.***RECEIPTS.**

1886.		
Jan. 1.	To balance on hand.....	\$534 43
Feb. 25.	" Proceeds County Fund Draft.....	\$812 24
Mar. 15.	" Received from Town Treasurer.....	100 00
Apl. 1.	" " ".....	655 80
July 2.	" Proceeds \$500 Debentures sold.....	532 06
" 24.	" Received from Town Treasurer.....	125 04
Aug. 10.	" " " ".....	100 00
" 21.	" " " ".....	3,500 00
Sept. 21.	" Proceeds County Fund Draft.....	806 89
Oct. 1.	" Received from Town Treasurer.....	1,130 84
Dec. 11.	" " " ".....	829 04
		<hr/>
		8,591 91
	" Proceeds loans from banks.....	2,358 82
		<hr/>
		<u>\$11,485 16</u>

1886.

EXPENDITURES.**Ordinary Repairs—**

Salaries of Teachers and Secretary.....	\$4,463 86
Janitor's expenses.....	315 00
Fuel.....	697 30
Water and Sewerage.....	93 12
General Repairs and Expense acct.....	498 93
Coupons, interest and insurance.....	1,092 98
	<hr/>
	\$7,161 29

Construction and Special Repairs—

Construction new woodshed.....	55 42
Fencing, grading and sidewalks.....	120 58
Painting and repairing school buildings.....	347 32
School furniture.....	167 71
	<hr/>
	691 03
Bills payable.....	2,400 00
Balance on hand Dec. 31st.....	1,232 84
	<hr/>
	<u>\$11,485 16</u>

IV. TOWN OF WOODSTOCK

Report of the Board of School Trustees of the Town of Woodstock to Chief Superintendent.

Board of School Trustees.

LEWIS P. FISHER, CHAIRMAN.

R. K. JONES, Esquire,	J. T. ALLEN, Esquire,
G. W. FISHER, Esquire,	J. McCORMAC, Esquire,
S. SMITH, Esquire, M. D.,	J. E. DRYSDALE, Esquire.
A. B. CONNELL, Secretary.	

The Board of School Trustees herewith submit their annual statement of the schools under their care, which are in a satisfactory and prosperous condition. The teachers are zealous and efficient, and owing to their industry and earnestness good progress has been made.

The following is a statement of the arrangement of the different schools:—

No.	School.	Teacher.	No. Boys.	No. Girls.	Total.	Standards Taught.
1	Primary.....	Minnie Carman.....	29	28	57	1
2	"	Ella Smith.....	21	34	55	1
3	"	Clara Donnelly.....	16	24	40	1 and 2
4	"	Annie Hoyt.....	19	18	37	1 " 2
5	Secondary.....	Bella Price.....	31	41	72	2 " 3
6	"	Grace Hobey.....	23	24	47	3 " 4
7	"	Elizabeth Cupples.....	23	25	48	3 " 4
8	"	Elizabeth Price.....	30	47	77	4 " 5
9	Intermediate	Ada Everett.....	31	30	61	5
10	"	Lena Faulkner.....	27	36	63	6 " 7
11	Advanced	W. T. Kerr.....	27	31	58	6, 7 " 8
12	Grammar.....	R. Landells.....	8	29	37	
			285	367	652	

The following is a statement of the receipts and expenditures of the board for the past year :

RECEIPTS.

Balance in Treasurer's hands January 1st, 1886.....	\$264 41
Received from Town Treasurer.....	3,500 00
" County Fund.....	486 68
" " " 	371 82
	<hr/>
	\$4,622 91

EXPENDITURE.

Teachers' Salaries—Winter Term.....	\$1,129 00
" Summer Term.....	1,129 00
Interest on Debentures.....	561 00
Insurance.....	115 00
Secretary.....	100 00
Fuel and cutting.....	472 66
Janitor Broadway School	140 00
" College.....	69 37
Repairs on buildings.....	94 53
Incidentals.....	171 04
Amount in Treasurer's hands.....	641 31
	<hr/>
	<u>\$4,622 91</u>

Respectfully submitted,

A. B. CONNELL,

Secretary.

December 31st, 1886.

V. TOWN OF ST. STEPHEN.

Board of School Trustees.

HON. JAMES G. STEVENS, CHAIRMAN,

W. H. TODD, Esquire, M. D.,

N. MARKS, Esquire,

T. D. CHAPMAN, Esquire,

HUGH CULLINEN, Esquire,

GEORGE M. PORTER, Esquire,

WM. H. CLARK, Esquire,

L. A. MILLS, Secretary.

To WM. CROCKET, Esq.,
Chief Supt. of Education. }

SIR,—The Board of School Trustees of the Town of St. Stephen herewith respectfully submit their annual report of the schools under their supervision for the school year ended the 31st December, 1886.

During the year a few changes have taken place in the staff of teachers. Miss L. A. Veazey having resigned, her place was filled by Miss Dibblee and Mr. J. B. Young appointed to the school vacated by Miss Dibblee.

Owing to the want of sufficient school accommodation one of the Primary Schools (Miss Lye's) was apportioned three grades, but, upon the recommendation of the Chief Superintendent, the schools have been so arranged that not more than two grades are now taught in each department.

During the summer vacation one of our school buildings narrowly escaped destruction, fire having been discovered in the cellar it was extinguished before doing any serious damage.

The Committees of the Board during the holidays visited the different school buildings and by their directions the rooms and premises were thoroughly cleaned, the walls kalsomined and such repairs as they considered necessary were done.

The High School was very largely attended during the year and the Board of Trustees found it necessary to engage an assistant in order to enable it to deal with the large number of pupils, Miss Annie Watson was appointed and the school is now giving good satisfaction.

All the schools are in a very satisfactory condition.

Respectfully submitted,

L. A. MILLS,

Secretary.

St. Stephen, January 11th, 1887.

Receipts and expenditures of the Board of School Trustees of St. Stephen for the year ending 31st December, 1886.

RECEIPTS.

1886.

Jan. 19,	To amount from Town Treasurer.....	\$300 00	
Feb. 28,	“ “ County Fund.....	467 58	
Mar. 15,	“ “ Town Treasurer.....	300 00	
Apl. 1,	“ “ “.....	600 00	
May 1,	“ “ “.....	300 00	
July 27,	“ “ “.....	4500 00	
Aug.	“ “ L. T. Whitlock for damages to Cove		
	School House.....	200 00	
Oct. 13,	“ amount from County Fund.....	365 20	
			<u>\$7032 78</u>

Cr.

1886.

Jan. 1,	By balance due St. Stephen Bank.....	\$408 24	
	“ Check to Miss Lyle in last year's account and not paid		
	by Bank until this year.....	28 32	
	“ Amount paid teachers salaries.....	3144 38	
	“ “ “ for coupons.....	1362 00	
	“ “ “ “ repairs.....	274 65	
	“ “ “ “ contingencies.....	305 22	
	“ “ “ “ insurance.....	50 00	
	“ “ “ “ care of rooms.....	320 18	
	“ “ “ “ fuel.....	332 11	
	“ “ “ “ for Arbor Fund.....	50 00	
	“ interest on over draft.....	17 84	
Dec. 31,	Balance on hand.....	739 84	
			<u>\$7032 78</u>
	“ due from Town of St. Stephen.....	\$1500 00	
	Amount County Fund, say.....	365 30	
			<u>\$1865 30</u>

L. A. MILLS,

Secretary.

January 1st, 1887.

VI. TOWN OF MILLTOWN.

Board of School Trustees.

STEPHEN HARMEN,
HUGH McADAM,
JOHN W. VASE,

JAMES PIPER,
W. S. ROBINSON,
E. H. BALKAM.

To WM. CROCKET, Esq.,
Chief Supt. of Education. }

SIR,—The Free Schools of Milltown consist of six departments as follows, viz.:—One High School, one Intermediate, two second Primary and two Primary, under the care and tuition of one male and five female teachers.

The receipts for school year have been :—

Feb. 14, Draft for County School Fund.....	\$260	87
Sept. 6, " " " "	224	39
Amount from Town Treasurer.....	1808	42
	\$2293	68.

EXPENDITURES.

For teachers' salaries.....	\$1807	75
" fuel.....	30	94
" care of rooms.....	241	57
" paid expense account including repairs.....	195	52
Paid balance due January last year.....	40	09
Balance due from Secretary.....	3	79
	\$2293	68:

Town appropriations for 1886 \$2,000.

The Trustees and all interested in education have to regret as heretofore the irregularity of attendance more especially on the part of the older pupils.

The town is fairly provided with school accommodation and the school-houses are in good repair.

There is no school debt.

Respectfully submitted,

H. McADAM,

Chairman, pro tem.

E. H. BALKAM,

Secretary.

VII. CITY OF ST. JOHN.

JOHN MARCH, A. M., SECRETARY.

To the Chief Superintendent of Education :—

Herewith we submit the report of our Secretary and Superintendent of the city schools, for the year 1886, which, with the accompanying financial and tabulated statements, form the fifteenth annual report of this Board.

We are your obedient servants.

JOHN BOYD, Chairman.	} Trustees.
C. H. FAIRWEATHER,	
S. ALWARD,	
J. V. ELLIS,	
E. J. WETMORE,	
B. TRAVERS, M. D.,	
H. J. THORNE,	

St. John, N. B., January, 1887.

REPORT OF THE SECRETARY AND SUPERINTENDENT.

To the Board of School Trustees of St. John :—

GENTLEMEN,—My fifteenth annual report upon the Public Schools of the city of St. John covers the two school terms of the year from January 1st to December 31st, 1886.

As usual, I summarize the leading facts contained in the full statistical and financial tables which form the major portion of the report, in order that they may be more readily understood, and compared with similar particulars of the results of educational work in other cities. This summary will be found to include the length of school terms and year; the number and character of departments; period of operation; number, age and sex of pupils enrolled; days lost by pupils while belonging; total expenditure on debenture and assessment accounts; cost per pupil for each service; and a comparison of items with those of the corresponding term of the previous year.

The St. John County Teachers' Institute, and the Provincial Institute, were held during the last days of the first term, and the departments taught by teachers who attended these gatherings closed on June 23rd, while those of non-attending teachers were carried on until June 30th, making a term of 117 and 123 days respectively.

FIRST TERM.

Jan. 1st, 1886, to June 30th, 1886; Schools opened Jan. 4th, closed June 23rd, 30th.

Number of days schools were in operation.....117, 123

Decrease on same term last year (Nov. 1st, 1884, to June 30th, 1885).....35, 35

Number of departments.....84

Decrease on same term last year.....5

DIVIDED AS FOLLOWS.

Grammar.....	5
Grammar and Advanced.....	1
Advanced.....	24
Increase.....	1
Advanced and Primary.....	12
Increase.....	1
Primary.....	42
Decrease.....	7
Number of pupils enrolled on School Registers.....	4,223
Decrease on same term last year.....	650
Number of Boys.....	2,172
Decrease on same term last year.....	338
Number of girls.....	2,051
Decrease on same term last year.....	312
Number under 15 years of age.....	3,984
Decrease on same term last year.....	527
Number over 15 years of age.....	239
Decrease on same term last year.....	123
Number of pupils when reduced by transfers.....	4,213
Decrease on same term last year.....	186
Grand total days' attendance.....	340,447½
Decrease on same term last year.....	87,279
Number of pupils present daily on an average.....	2,949
Decrease on same term last year.....	96
Percentage of enrolled pupils daily present for full term.....	70.00
Percentage of increase on same term last year.....	.78
Percentage of pupils daily present while belonging.....	80.94
Increase over same term last year.....	3.75
Percentage of pupils daily present every month.....	85.15
Decrease on same term last year.....	10.70
Number of pupils reported new to the schools.....	362
Decrease on same term last year.....	299
Number of days reported lost by pupils while belonging.....	80,212½
Decrease on same term last year.....	46,182
Reported causes of absence:	
Sickness.....	30,405
Bad weather.....	6,199
Other sufficient causes.....	41,450½
Without cause.....	2,158
Decrease on same term last year:	
Sickness.....	14,403½
Bad weather.....	9,242½
Other sufficient causes.....	21,764½
Without cause.....	771½

Number of pupils enrolled in the several Standards of instruction :

Standard I.....	875
“ II.....	690
“ III.....	655
“ IV.....	547
“ V.....	485
“ VI.....	335
“ VII.....	229
“ VIII.....	223
“ IX.....	83
“ X.....	60
“ XI.....	41

SECOND TERM.

July 1st, 1886, to Dec. 31st, 1886 ; Schools opened Aug. 16th, closed Dec. 17th.

Number of days schools were in operation.....	89
Decrease on same term last year.....	3
Number of departments.....	84
Decrease on same term last year.....	1

DIVIDED AS FOLLOWS :

Grammar.....	5
Grammar and Advanced.....	1
Advanced.....	25
Advanced and Primary.....	9
Primary.....	44
Number of pupils enrolled on School Registers.....	4,154
Decrease on same term last year.....	58
Number of boys.....	2,127
Decrease on same term last year.....	18
Number of girls.....	2,027
Decrease on same term last year.....	40
Number under 15 years of age.....	3,796
Decrease on same term last year.....	109
Number over 15 years of age.....	358
Increase on same term last year.....	51
Number of pupils when reduced by transfers.....	4,151
Decrease on same term last year.....	55
Grand total days attendance by all the pupils.....	279,548
Increase on same term last year.....	2,740
Number of pupils daily present on average.....	3,225
Increase on same term last year.....	124
Percentage of pupils daily present for full term.....	77.70
Increase on same term last year.....	4.04
Percentage of pupils daily present while belonging.....	85.06
Increase on same term last year.....	4.39
Percentage of pupils daily present every month.....	86.00
on same term last year.....	11.52

Number of pupils reported new to the schools.....	708
Decrease on same term last year.....	380
Number of days reported lost while belonging.....	47,913
Decrease on same term last year.....	15,068½
Reported causes of absence :	
Sickness.....	14,022½
Bad weather.....	2,636½
Other sufficient causes.....	29,793½
Without cause.....	1,460½
Decrease on same term last year :	
Sickness.....	8,135½
Bad weather.....	2,220
Other sufficient causes.....	4,463
Without cause.....	250
Number of pupils enrolled in the several Standards of instruction :	
Standard I.....	736
“ II.....	639
“ III.....	634
“ IV.....	566
“ V.....	487
“ VI.....	348
“ VII.....	284
“ VIII.....	217
“ IX.....	118
“ X.....	62
“ XI.....	56
“ XII.....	7

SCHOOL YEAR.

Number of days in the school year.....	206
Decrease on last year (two months longer).....	38
Total number of pupils enrolled during the year.....	4,921
Average number of days each pupil belonged.....	152
Decrease on last year (2 months longer).....	11
Average number of days each pupil attended.....	126
Decrease on last year (two months longer).....	3
Percentage of pupils daily present on an average.....	73.83
Increase on last year.....	2.39
Total expenditure for lands, buildings and furnishing.....	\$2,028 84
Cost per pupil on capital account.....	41
Total expenditure for ordinary service, not including interest on debentures and loans.....	46,071 62
Cost per pupil, (ordinary).....	9 35
Total expenditure for ordinary service, income account.....	58,612 39
Cost per pupil.....	11 91
Entire expenditure.....	60,641 23
Cost per pupil for all purposes.....	12 31

NOTE.—The basis upon which the monthly percentages are made up has been changed since last year, hence the difference between the figures of this year and last.

LANDS AND BUILDINGS.

During the year the debenture account was drawn on to the extent of about \$1,600, for the payment of bills incurred in grading the grounds of the Centennial School building, and in making some necessary repairs to the Victoria and other school buildings, as well as placing a new stairway to the basement of the Centennial building, so as to afford more ready access for the boys before the opening of the schools and during the time allotted to recesses. The outside woodwork of the Victoria School requires to be painted, but the committee thought it best to leave this work until next year. When this is done, and the fence around the Centennial is erected, the buildings owned by the board will be in a satisfactory condition for some years to come.

Depredations upon the building on Sheffield street have continued from time to time during the year, the latest outrage being the unroofing of the outbuilding and turning it upside down. I respectfully repeat my recommendation to abandon this building as soon as a commodious but inexpensive structure can be erected upon the lot owned by the board on the corner of St. James and Wentworth streets. The accommodation for primary pupils in that part of the city is altogether insufficient, and as a result crowds of children who ought to be in school are found at all times playing about the streets of that locality. A building of four departments would accommodate the two schools now held in rented premises, and leave room for over a hundred new pupils to be brought in.

The school sites and buildings owned by the board are as follows:

Victoria—Brick on stone foundations, 3 stories, mansard roof, basement with furnace room, latrines, play-rooms, and janitor's apartments, fifteen school-rooms, and exhibition hall.

Albert—Frame on stone foundations, two stories, mansard roof, basement with furnace-room, two play rooms, and janitor's apartments, ten school-rooms, exhibition-hall and annex for water-closets.

Waterloo Street—Frame building (old), $1\frac{1}{2}$ stories front, 2 stories rear, 2 school-rooms, 2 large store-rooms for old furniture, janitor's apartments and annex for water-closets.

Centennial—Brick on stone foundations, 2 stories, mansard roof, basement with furnace-room, work-shop, 2 play-rooms with latrines, 10 school-rooms, exhibition hall and class-room.

Duke Street—(Used and known as the Victoria annex) brick on stone foundations, 1 story, slated roof, partitioned for two departments.

Weldon Lot (so called)—Site awaiting a much needed building for pupils resident in the south-eastern part of the city.

The following buildings are under rental:—In St. Vincent's Convent, 3 rooms; in Odd Fellows' Hall, 3 rooms and basement with latrines; Leinster street church building, 9 rooms, hall and basement with latrines; in St. Malachi's Hall, 9 rooms and exhibition hall; Mrs. Ansley's building, King Square, 2 rooms and basement with W. C.; in Charlotte street school, 4 rooms, and outbuildings; in St. Joseph's School building, 7 rooms, exhibition hall, and basement with latrines; in St. Philip's church 1 room; Sheffield street Mission House, 1 room; in Mason Hall, Carleton, 3 rooms and outbuildings and lot adjoining for play ground; in St. Patrick's Hall, 5 rooms and outbuildings.

A room is also granted the board free of rent in the Protestant Orphan Asylum Building on Brittain Street, and also one in a government building on Partridge Island, during the pleasure of the Dominion Government. The latter is very unfit for school purposes, and I would again suggest the propriety of erecting a small building in its stead, if the Island school is to be permanently sustained.

Most of the school-rooms are well fitted up with convenient desks and seats, but there are a few which need something better than the temporary arrangements which have been made for the accommodation of the children. This is particularly the case in the Victoria annex, a room in Saint Joseph's school and the Sheffield street building.

The blinds in the Victoria, Saint Malachi's, Leinster street, and Charlotte street schools need to be renewed, after their nine year's service.

New desks were provided for the main room of the boys' Grammar School, which look well and are both comfortable and convenient. They are of a new pattern designed and manufactured by Messrs. A. J. Lordly & Son.

All the departments are well supplied with blackboard and other apparatus, many of them with globes. Here and there a larger supply of modern maps would doubtless be beneficial, and in some cases those on hand need to be replaced by new ones. On the whole, however, care has been taken to supply whatever was found to be absolutely needful, and in these matters our schools will compare favorably with those of other cities.

TEACHERS.

The staff of teachers for the year included 15 males of Class I, and 7 of Class II, total 22; 31 females of Class I, 30 of Class II, and 4 of Class III, total 65. Assistants—2 females of Class I, 1 of Class II, and 2 of Class III; total 5. Reserve teachers called in to fill occasional gaps: 1 male of Class II, and 3 females of Class II, total 4.

Of these 96 teachers, 12 left the service of the board during or at the close of the year, viz., Miss S. E. Whipple, Class I, married; Miss A. R. Green, Class I, married; Miss B. E. Kean, Class II, married; Miss I. L. Rutherford, Class I, married; Miss M. E. Ring, Class III, married; Miss M. Anderson, Class I, illness; Miss M. Nealis (Sister M. Leguori), Class II, retired; Miss M. J. Rodgers (Sister Benedict), Class III, trouble with eyes; Miss E. McLaughlin (Sister Redemptor), Class II, Miss M. A. Collins (Sister Christina), Class II, and Miss A. McGin (Sister Clementine), Class III, removed, and Mr. A. McVey, Class II, (temporarily employed), retired. Miss Whipple had been in the service of the board from the commencement of the present Common School System, and was only absent from her work one day during that period—the day on which her father was buried. Sisters Leguori and Benedict had also been in continuous service since the spring of 1877, and Miss Green for a number of years taught the boys of the first and second grades in the Charlotte Street School. It is a pleasure as well as a duty to give public testimony to the faithful and excellent work performed by these teachers in the interests of public education, and the best wishes of the board and its officers, of their fellow-teachers, and of all who know of their devotion to the duties assigned them, will follow them into their new spheres of life and labor.

The working staff for the whole year consisted of 84 teachers in full charge of departments, and 6 assistants.

The character and result of the teacher's work cannot be set forth by an array of figures, seeing that it includes many things which no present examination test can

reach ; but, so far as it goes, the examinations which have been held indicate a good degree of success in the impartation of knowledge upon the subjects prescribed in the course of instruction, as will be seen from the grading returns hereafter to be referred to.

That the moral element in the development of the pupils' power has not been lacking is apparent in the general good discipline maintained, the character of the opening exercises in most of the schools, and in the nature of the public exhibitions which have been given.

SUPERVISION.

With the exception of a few days before the close of the first school term, and after the opening of the second, I visited more or less of the schools almost every day on which they were in session, and have kept myself thoroughly informed of the methods employed and the progress made in all departments of the service. Although the system of closely graded schools at present in vogue, and the custom of retaining teachers in one department for many years, where the same subjects and sections of subjects are taught over and over from year to year, have a natural tendency toward the production of a tame and uninteresting routine, yet I am pleased to be able to state that most, if not all of the teachers, take pains to prepare their daily lessons beforehand, and to introduce such variety into their modes of presenting the facts and principles of the subjects taught that little room is found for fault-finding in this regard. Whatever tendency in this direction exists would, I believe, be greatly lessened were the schools more frequently visited by the parents, guardians and friends of the children, whose presence would stimulate the teachers to be always putting forth their best efforts, and encourage them and their pupils in the work of imparting and receiving instruction.

Fears have been expressed that the present system is lacking in the power necessary to prepare the children for the practical affairs of life. Yet it is within the compass of my observation that failure in this connection cannot be charged upon the work performed in the schools of this city. Of course there are teachers who have special aptitudes in this direction, the results of whose efforts are more marked than those of others. But upon almost all the subjects taught the teachers generally indicate their appreciation of the necessity of giving a practical turn to each progressive stage of their daily work. The subjects, however, are so numerous, and the time allotted to secure an acquaintance with portions of the course embraced within a given standard, so brief, that few find opportunity for that constant and thorough review of the whole ground traversed by the pupil in preceding standard, which is absolutely necessary to secure the highest efficiency. When the course of instruction comes to be revised by the Board of Education—and I trust that the day is not far distant when this desirable work will be performed—it may be found possible to remove this difficulty by a re-allotment of time and subjects, so as to enable teachers to devote about seventy per cent. of time to review and drill and thirty per cent. to advancement. This would secure the needed thoroughness all along the line and remove any cause for dissatisfaction which may now exist.

The work of supervision has extended beyond the lines of instruction given to the pupils, and has embraced inquiry into the causes of complaint arising from the moral character and actions of the pupils towards each other in the school, on the playground *and in the street*, and planning appropriate adjustments and arrangements by which

the largest amount of freedom from their recurrence may be secured. In only a few of the cases of this character which have occurred during the past year have unsatisfactory results been attained.

Nor have the buildings, fittings, furniture, apparatus and appliances been overlooked, but, on the contrary, every working day of the whole year has had its share of small repairs and replacements to be looked after and attended to in the several departments referred to, consequent upon the wear and tear to which they are continually subjected by the three or four thousand "activities" daily operating upon them. By constant watchfulness and a ready application of the old adage, anent—the "stitch in time," the general condition of almost all kinds of school property may be said to be satisfactory.

ATTENDANCE.

A comparison of the census returns of 1881 of the children between the ages of five and twenty years with the registered number of pupils in the public schools during the past year shows the following results:—

AGES.	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	Totals.
Census 1881.....	568	561	563	570	481	620	430	621	474	672	581	630	633	683	615	8702
Registered 1886, First Term.....	114	317	411	470	485	481	414	488	408	279	187	110	47	15	5	4231
" Second Term.....	127	298	428	465	446	489	423	436	404	279	186	94	54	16	4	4149

One pupil was registered during the first term 20 years of age, making the full registered number 4,232.

Four pupils were registered during the second term 20 years of age, and one pupil 21 years of age, making the full registered number 4,154.

The schoolable age of children in the City of St. John, as laid down in the Common Schools Act, is from five to twenty years of age. Practically, as will be seen from the above figures, it is from six to fifteen years inclusive; less than seven-tenths of one per cent. for the first term, and a little over seven-tenths of one per cent. for the second term of all the registered pupils being under and over those limits. Half the decade has passed, and the number of resident children within the legal schoolable age has doubtless considerably increased, yet the returns show that less than half the number reported in 1881 as residents, were in attendance at the public schools during either of the school terms of 1886, into which the year was divided. Allowing the largest margin for children attending private schools, and for those who are weak and incapable, it yet appears that many hundreds of children were not permitted to receive the educational advantages which are so liberally provided. I have so frequently referred to this unfortunate state of affairs in the community, that I need only state the facts as they present themselves, to show the increasing necessity that the school authorities should be invested with some power by which a better state of things can be reached.

The standing of the pupils for the two school terms was as follows:—

STANDARDS.	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	XII.	TOTALS.
First Term.....	875	690	655	547	485	335	229	223	83	60	41	...	4,232
Second Term.....	736	630	634	566	487	348	284	217	113	82	58	7	4,154

The percentage of enrolled pupils in the several departments was as follows:—

	Primary.	Advanced.	Grammar.
First Term.....	65.5	30.1	4.4
Second Term.....	62	32.4	5.8

The total number of pupils attending school during the year, as reported in the sworn returns of the teachers, was 4,925. The period for which they belonged to the several departments was sufficient to make a gross total of 748,121 days, if they had made a perfect attendance or 152 days for each pupil. The actual gross attendance was 619,995½ days, 126 days for each pupil, making nearly 83 per cent. of the whole period for which the pupils severally belonged—a gain of 4 per cent. over the figures of last year. As the school year consists of 206 school days, each of 4,925 pupils enrolled, belonged for 73.74 per cent. of the full school year. This was a gain of 6.74 per cent. for the period of belonging upon that of last year. The percentage of the school year for which the gross number of pupils attended was over 61. A gain of over 8 per cent. on that of last year.

The shortening of the actual school year from 206 to 152 days—the average time for which each pupil belonged—arose (*a*) from the fact that many pupils did not enter the schools until a more or less advanced period in each of the terms; (*b*) from the cutting short of the attendance of those who died, left the city, went to work, and completed the course of instruction, as well as those who were taken from school on account of prolonged illness, or other causes. When it is taken into account that all the schools are open for the entrance of all pupils above the first standard at any period of a school term, and that so many leave school for the causes named in the midst of term work, the above showing may be regarded as generally satisfactory. I have instituted the most careful inquiry into the causes referred to, and by the help of the teachers am able to present them in the following table:—

	Registered Pupils.	Died.	Left city.	Went to work.	Complete course.	Kept at home.	Prolonged sickness.
First Term.....	4223	10	165	154	15	57	9
Second Term....	4154	5	95	96	..	174	83
		15	260	250	15	231	92

The facts brought to light in this table are suggestive in many ways, especially in the testimony it affords of the sanitary condition of the school buildings as shown by the general good health of the pupils; but the point I wish to make here is that 323 pupils were taken out of the schools and kept at home by their parents or guardians. *Of this number the removal of 92 was due to prolonged illness, whilst 231 were removed*

without any assigned cause. As, however, over 75 per cent. of these were removed during the second term, as the period of cold weather was approaching, it is probable that the need of proper clothing in many cases, and a fear of exposing very young persons to the inclement weather, combined with the increased demand for assistance in the conduct of home affairs during the winter season, were the chief causes of removal. If these conclusions are correct, it is clear that 863 pupils were absent from school on justifiable grounds for a sufficient period to account for a large portion of the non-attendance which goes to make up the difference in the actual school year of 206 days, and the belonging period of 152 days.

After making this allowance, however, there is a difference between the gross days of belonging and those of attendance of 128,125½ days, equal to a loss of over 26 days for every one of the 4,925 pupils registered in all the schools. Of this large amount of lost time 35 per cent. is credited to sickness, and 7 per cent. to bad weather. For 55 per cent. excuses were sent stating that absence was from sufficient causes other than sickness or bad weather, and for 3 per cent. no excuse whatever was offered.

Although it would yet appear that there is too much absence from school from causes which are too trifling to deserve the title of "sufficient," there is much cause for congratulation in the improvement to be noted in this year's returns over those of former years—the monthly average of lost time being 21 per cent. less for 1886 than for 1885. A corresponding improvement for 1887 would leave little to be desired in this very important matter.

It is a further source of pleasure for me to be able to report an improvement in the punctuality of the pupils equal to that observable in their regularity of attendance. Here and there registers are to be found with numerous cross heads to the mark of "present," indicating that the evil of tardiness is not yet entirely removed, but their rapidly decreasing numbers show a general appreciation on the part of teachers, pupils and guardians of the advantages to be gained by the habit of punctuality.

GRADING.

The annual grading examinations took place toward the end of the First School Term, June 1886. It was conducted by the teachers on special question papers which I prepared for their use, covering all the salient features of the subjects embraced in the prescribed course of instruction. Values in parts of a hundred were placed upon correct answers to all the questions given, to facilitate the work of making up the returns. The results were gathered and entered in grading sheets, all the pupils enrolled on the school registers being accounted for. The character of the questions being taken into account I decided to promote all pupils who had made over 65 per cent. of marks upon the papers submitted. Upon this basis the following number of pupils were advanced to the next higher standard:—

Standards.....	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11—Total
Pupils	407,	405,	387,	326,	270,	234,	115,	91,	44,	20,	12—2,311

The total number of pupils examined was 3,815, over 60 per cent. of whom were found worthy of advancement.

Number of departments in which none passed.....	3
“ “ “ less than 10 passed.....	4
“ “ “ over 10 and under 20 passed.....	14
“ “ “ “ 20 and under 30 “	27
“ “ “ “ 30 and under 40 “	20
“ “ “ “ 40 and under 50 “	13
“ “ “ “ 50 passed.....	3
Total.....	84

The work of re-organization called for much time and attention, as the unequal numbers advanced caused some departments to be very much overcrowded while others were left without pupils. To overcome the difficulties which presented themselves I found it necessary to transfer 460 other pupils from one department to another, and thus give a fair average number—the capacity of the rooms being taken into account—to each teacher. This was accomplished within a few days after re-opening the schools for the Second Term in August. Subsequently, a number of pupils who fell but little short of the requisite marks to secure advancement at the grading examination, were sent forward as they gave evidence of marked progress in their studies.

FINANCIAL.

The year opened with a balance in hand of \$1,251.63 in favor of Capital Account, and a deficit on Income Account of \$3,365.62. The latter amount had been borrowed from the Capital Account and makes the true balance \$4,675.25. Instead of being able to refund this loan at once the first day of the new year saw the remaining cash balance taken to pay the interest which fell due on that day, and the Board was compelled to enter into arrangements with the Bank of New Brunswick for such advances as might be required from time to time until the amounts accruing from County Fund and installments of assessments should come into the treasury. For these advances the Board agreed to pay interest at the rate of 5 per cent. per annum.

In making up the estimates careful consideration was given to every item, with a view of reducing the amount of warrant to the lowest figure consistent with the requirements of the service. A reduction from the figures of 1885 was effected of \$810.68 upon the items of teacher's salaries, rent and insurance, office and loan, but it was found to be necessary to add \$25.32 to the amount needed for interest, \$200 for water, fuel and light, and \$1,078.77 for temporary repairs and apparatus. This was an actual increase on the gross amount of \$493.41, but it was hoped the receipts from County School Fund would make up the difference, and it was resolved to make the warrant \$55,000 as in 1885. The estimated receipts and expenditures were placed at \$63,000. The actual receipts amounted to \$61,554.15. The expenditures including refund to Capital Account of the sum borrowed to make up the deficit of 1885 amounted to \$61,961.21; leaving a deficit of \$407.06, which was again borrowed from Capital Account and numerous unpaid bills at the close of school year.

I present in tabular form the exact financial condition of the Board at the close of each month.

	Receipts.	Expenditures.	Surplus.	Deficit.
Balance from last year	\$1,251 63			
January		\$5,335 67		\$4,084 04
February	(a) 5,418 81	5,281 27		3,946 50
March	(b) 4,070 39	3,567 24		3,443 35
April		3,494 78		6,938 13
May	125 00	4,959 00		11,772 13
June	(a) 4,115 00	6,390 42		14,047 55
July	39 75	6,936 92		20,944 72
August		4,854 83		25,799 55
September		463 29		26,262 84
October	(a) 43,540 79	6,382 16	\$10,895 79	
November	(b) 3,981 21	5,374 56	9,502 44	
December	280 00	7,601 09	2,181 35	

The amounts I have marked (a) are chiefly assessments; those marked (b) are chiefly County School Fund; the rest are rentals from lands and interest on Water Debentures held for the Parker Medal Fund.

On January 1st, 1887, interest on debentures falls due to between five and six thousand dollars. So it is evident that the first act of the Board for the new year is again to arrange for a loan to carry on the trust assigned them.

The limit to which the Board is empowered to issue debentures for the purchase of school lands, the erection and furnishing of buildings, and the permanent repair of school buildings—\$200,000—was reached in 1885, so that no new debentures were issued last year. The balance of \$4,617.25 in favor of capital account, on hand Jan. 1st, 1886, was reduced by the expenditure of \$2,038.84, for buildings, furniture and repairs to \$2,588.41 on December 31st, 1886.

The total indebtedness on this account is \$200,000, which matures from time to time as follows:—

In the year 1897 debentures fall due to the amount of \$30,750.

"	"	1898	"	"	"	"	4,800.
"	"	1899	"	"	"	"	8,000.
"	"	1900	"	"	"	"	60,900.
"	"	1901	"	"	"	"	69,509.
"	"	1908	"	"	"	"	8,600.
"	"	1909	"	"	"	"	11,500.
"	"	1910	"	"	"	"	5,941.

The total amount realized on this account is \$239,052.66, and the total expenditures \$236,464.25, leaving a balance of \$2,588.41, as before stated.

The income account showed a deficit on January 1st, of \$3,365.62. This amount was temporarily borrowed from capital account, and was refunded as soon as the assessments for the current year came in. The receipts for this fund were, from city assessments, \$53,029.65; county school funds, \$7,974.80; rents and interest, \$566 50; making a total of \$61,554.15. The expenditures were refunded to capital account, \$3,365.62; teacher's salaries, \$31,202.67; interest on debentures and loans, \$12,540.77; rents and insurance, \$5,327.54; care of buildings, \$2,713.01; fuel, water and light, \$2,900.14; office, including secretary's salary, clerk hire, rent, books and stationery, printing school forms, and printing the annual report, \$2,043.49; maintenance, includ-

ing wear and tear of furniture, temporary repairs to buildings, workman's wages, and all incidental expenses, \$1,872.52; and books for indigent pupils, \$12.25; making a total of \$61,978.01. This shows a deficit of \$407.06, which was again temporarily borrowed from capital account, leaving the actual cash balance \$2,181.35.

The total amount of school assessments on the city in default on December 31st, was \$76,644.57. Of this amount \$41,330.29 is default on assessments previous to 1880. The remainder, \$35,314.28, is distributed as follows: 1880, \$41,379.36; 1881, \$5,610.57; 1882, \$660.96; 1883, \$1,867.59; 1884, \$3,380.06; 1885, \$6,189.79; 1886, \$13,209.15. Of the sum in default previous to 1880 there is little prospect of obtaining more than a moiety, and of that in default since, a large percentage will probably be lost. The statement I have given of the monthly receipts and expenditures, showing as it does that the scattered amounts received from assessments and county school fund from the October payment of one year to that of the next, is barely sufficient to meet the ordinary expenditure of the three first months of the year, demonstrates the urgency of the needs of the board, and the practical necessity of having a balance of at least \$30,000 on hand at the opening of each school year, or available as needed in its early months. It is very clear that no reduction in the estimates can be looked for until some practical assurance is had that the amount called for will be collected and paid over; whilst it further refutes the idea held by some that the amount called for by the board is in excess of its current requirements.

I submit the full tabular statement of estimates, receipts and expenditures for ordinary service, showing what the financial position of the board has been at the end of each year.

YEAR.	Full estimate of Expenditure.	Estimate for Assessment.	Estimate for County School Fund.	Receipts from Assessment.	Receipts from County School Fund.	Receipts from other minor sources.	Full Receipts.	Full Expenditure.	Surplus.	Deficit.
1872....	\$69,250 00	\$60,000 00	\$9,250 00	\$13,869 50	\$5,019 57	\$ 126 00	\$19,015 07	\$33,219 00		\$14,203 93
1873....	52,250 00	43,000 00	9,250 00	47,633 16	9,035 50	202 00	56,870 66	49,372 33		6,705 60
1874....	57,000 00	48,000 00	9,000 00	52,090 02	8,977 14	226 32	61,283 48	55,779 03		1,201 15
1875....	76,000 00	67,000 00	9,000 00	42,493 68	9,108 03	560 80	52,162 51	56,620 45		5,659 09
1876....	60,000 00	51,000 00	9,000 00	59,299 12	5,295 26	1,925 77	66,520 15	60,608 53	\$252 53	
1877....	65,000 00	56,000 00	9,000 00	41,794 42	11,243 60	1,300 00	54,338 02	58,292 54		
1878....	63,500 00	55,000 00	8,500 00	36,736 95	3,904 29	50 00	40,691 24	57,623 96		3,701 99
1879....	63,500 00	55,000 00	8,500 00	74,749 28	12,078 96	50 00	86,878 24	70,299 48		20,654 71
1880....	54,850 00	46,500 00	8,350 00	37,158 03	8,231 64	37 50	45,427 17	50,852 56		4,055 95
1881....	54,185 00	46,500 00	7,685 00	47,040 72	7,824 32	619 83	55,484 87	50,444 04	2,448 95	
1882....	54,353 00	46,500 00	7,853 00	50,802 80	7,896 37	570 04	59,219 27	52,329 81	3,868 48	
1883....	55,924 00	48,000 00	7,924 00	50,965 01	7,881 31	513 72	59,360 04	57,940 51	2,072 19	
1884....	57,595 00	50,000 00	7,595 00	46,953 72	7,821 33	576 44	55,351 49	57,147 78		
1885....	62,506 00	55,000 00	7,506 00	51,256 11	9,409 38	1,512 02	62,177 51	67,615 32		3,365 62
1886....	63,000 00	55,000 00	8,000 00	53,029 65	7,974 80	566 50	61,570 95	58,612 39		4,407 06
	\$908,913 00	\$782,500 00	\$126,413 00	\$705,872 23	\$121,701 50	\$8,776 94	\$836,330 67	\$836,757 73		

W. C. T. U. PRIZE ESSAYS.

About the middle of the second term a communication was received from the secretary of the Women's Christian Temperance Union offering money prizes for the best four essays upon "Alcohol, its Effects upon the Human Brain and System," open to the boys and girls of the Grammar School department. Ten dollars for the best and five dollars for the second best, for boys and girls respectively.

The offer was thankfully accepted and announced to the pupils. Early in December twenty essays were handed in—fourteen by girls and six by boys—varying in length from 1,200 to 7,500 words each. All possessed sufficient merit to secure honorable mention, and some, in the words of the examiner's report, were treated with considerable analytical skill, displayed much research, contained a great many facts in a condensed form, backed by the opinions of many eminent writers, and showed a good faculty for compilation.

The winners of the ten dollar prizes were Margaret M. Brady and Walter H. Trueman. The winners of the five dollar prizes were Elizabeth McNaughton and William G. McFarlane.

Extracts were read to a large audience gathered in the hall of the Victoria School on the last school day of the year, and the results were sufficiently gratifying to cause friends to present book prizes to those whose essays were reported as possessing high merit. These were awarded to:—

Presented by	
Arthur M. Hamilton.....	J. V. Ellis, Esq., M. P. P.
Emma McInnis.....	Rev. G. M. Armstrong.
Emma Burridge.....	F. Macfarland, Esq., M. D.
Emma L. Stewart.....	Rev. J. E. Hopper, D. D.
Minnie Evans.....	H. J. Thorne, Esq.
Annetta L. Sulis.....	Rev. J. A. Gordon.
Mary H. Walker.....	John McMillan, Esq.
Alice M. Wilson.....	Geo. R. Smith, Esq.
Alice Walker.....	Geo. R. Smith, Esq.
Kate Stewart.....	Geo. R. Smith, Esq.
Willa Peters.....	J. March, Esq.
Bertha J. Barbour.....	Rev. J. A. Gordon.

The manual work was very creditable and out of the forty-five thousand and odd words of which the series was composed there were only twenty-five errors in spelling and most of these were evidently errors in copying.

SCHOOL EXHIBIT.

Early in the year I received a telegram from Sir Charles Tupper, High Commissioner for the Dominion of Canada at London, asking me to meet him on his arrival in St. John, in regard to getting up an educational exhibit from the schools of this city, for the Colonial and Indian Exhibition to open in London in the month of May. On meeting Sir Charles Tupper, he expressed his strong desire that the educational systems of Canada should be brought prominently before the world in the exhibition about to be held, and informed me that on his way to St. John he had seen Hon. Mr. Blair,

Attorney-General of New Brunswick, who had promised whatever aid it was in the power of the Government to render to so worthy an undertaking. I expressed my personal interest in the matter and assured him that the Board of School Trustees of St. John would gladly assist the Board of Education by securing specimens of the manual work of the pupils and in providing photographs of the school buildings and pupils to the extent of their ability.

Shortly after the Chief Superintendent of Education sent out circulars urging the matter upon the Board of Trustees, and the work of gathering up materials was at once commenced. Many thousand specimens of the school work of the children were gathered and placed in my hands. These I collated and arranged according to grades, and put up in such forms as could be readily handled without destruction or deterioration. The same work was going on in various parts of the province, and on Friday and Saturday, March 12th and 13th, the whole of the materials gathered were arranged and open for exhibition in the brick building adjoining the Victoria School, on Duke street, in this city, Friday being made a holiday in all schools whose teachers attended the Exhibition. The morning and afternoon of Friday were given up to Teachers and School Officers exclusively. Pupils were admitted on Saturday morning, and the general public on the evenings of both days, on the payment of a small fee. This display was a most gratifying one to all who attended it, and did more than anything else could, perhaps, to give the public an accurate idea of what is actually being done in the public schools of the land. Besides the manual work, which included print, script and printing, writing, free-hand drawing, arithmetic, algebra, geometry, mapping, illustrations of mechanical science, physiological charts, architectural drawings, sewing and knitting, etc., the exhibit contained specimens of school furniture, blackboards, erasers, minerals and woods of the province, weights and measures, solids, a full set of textbooks, and framed photographs of school buildings and pupils in school, the whole forming a unique and attractive display.

The whole exhibit was afterwards packed in six large cases and forwarded to the exhibition at London, where it drew the attention of many thousands of persons and won from the highest educational authorities words of commendation.

I should add that every school in the City of St. John was represented, and that many of the schools sent work from every pupil. I would suggest that on its return, the portion belonging to St. John, be permanently placed in one of the large school-buildings, and kept as a souvenir of the first educational exhibit attempted by us.

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APPENDIX D.

REPORTS OF THE UNIVERSITY OF NEW BRUNSWICK, OF THE DEAF AND DUMB
INSTITUTION AT FREDERICTON AND AT HALIFAX—AND SCHOOL RECORD
AND FINANCIAL STATEMENT OF THE BLIND ASYLUM, HALIFAX,
—IN COMPLIANCE WITH THE ORDER OF THE BOARD OF
EDUCATION, UNDER DATE MAY 25TH, 1885.

*To His Honor the Honorable Sir S. L. Tilley, C. B., K. C. M. G., Lieutenant-Governor
of the Province of New Brunswick:*

MAY IT PLEASE YOUR HONOR.

In conformity with the requirements of the Act establishing the University of New Brunswick I have the honor to submit the following report for the year 1886:—

At the close of the last academic year a committee, appointed by the Senate, after careful deliberation, reported in favor of the admission of women to the University on the same terms as men. Arrangements have been made with the stewardess by which ladies attending the lectures may have the use of a waiting-room properly warmed and furnished. One lady student has been in actual attendance since the beginning of the present academic year, and what was formerly looked upon as a radical innovation is now treated as a matter of course.

Ten young ladies have matriculated during the past year on good answering in all the subjects required.

The lengthening of the time of the undergraduate course by one year will not prevent students, who are well prepared, from grading in three years. They may enter at once upon the second year by passing an examination called the Senior Matriculation Examination. All the best colleges in the Dominion have a four years' course, and without it the degrees of this University would suffer by comparison.

The Faculty have felt the necessity of making room for optional studies and a more extended honor course. These could only be introduced by making the term of study four years instead of three.

For particulars with regard to the course of study for undergraduates I beg to refer your Honor to the University Calendar which accompanies this report. There has been a gratifying increase in the number of matriculants and students attending the institution during the past year.

The College School is still under the joint control of the Senate of the University and the Board of School Trustees of Fredericton.

The College Lectures were suspended for two days in consequence of the lamented death of Dr. W. Brydon Jack, so long and intimately connected with the life and progress of the University as Professor and President.

The staff of Professors remains the same as in my last report. I beg respectfully

to suggest that the usefulness of the University might be greatly increased by the establishment of a Chair of Practical and Experimental Science.

I have the honor to be,

Your Honor's most obedient servant,

THOMAS HARRISON,

President.

Fredericton Institution for the Education of the Deaf and Dumb.

DIRECTORS:

HON. CHIEF JUSTICE ALLEN, CHAIRMAN,

MR. E. C. FREEZE,

MR. H. C. CREED,

REV. J. McLEOD,

MR. J. W. SPURDEN,

MR. GEO. A. PERLEY,

Treasurer.

REV. MR. DOBSON,

MR. G. T. WHELPLEY,

MR. W. ANDERSON,

MR. J. G. McNALLY,

REV. G. GOODRIDGE ROBERTS,

Secretary.

To WM. CROCKET, Esq.,
Chief Supt. of Education. }

DEAR SIR,—In accordance with your request I herewith enclose an extract from the fourth annual report of the Fredericton Institution for the education of the deaf and dumb which has been approved and adopted by the general committee of management. I have much pleasure in stating that the work of the past year has been fairly successful. Satisfactory progress has been made by the pupils under our charge, the domestic affairs of the household have been administered with increased efficiency and economy, and the general health of our officers and pupils has been exceedingly good.

While diphtheria prevailed to such an alarming extent in the city and suburbs during the early part of the year, we fortunately escaped the visitation of that dread disease, thanks to the healthy location of the institution, the cleanliness of its external arrangements and the pure invigorating breezes of Hawthorn Hill.

ATTENDANCE.

The following has been the attendance :—

No.	NAME.	AGE.	RESIDENCE.
1	Ernest W. Hagerman,	17	Woodsock.
2	Geo. Allan Miller,	19	Lower Canterbury.
3	Ernest Edwin Prince,	14	St. John.
4	Fred. J. T. Boal,	14	Sussex.
5	Edward M. Wheary,	14	Keswick.
6	John Franklin Reilley,	8	St. Stephen.
7	Alfred Rowe Shaw,	9	Middle Simonds.
8	Frederick Coy,	13	Fredericton.
9	Robert Haines,	13	Keswick.
10	John Herbert Bryden,	12	Woodstock.
11	Francis Louis Coates,	8	St. John.
12	Isedore Richer,	17	Turtle Creek.
13	Avondale Smith,	16	Albert Mines.
14	Florence Milton,	16	Turtle Creek.
15	Ellinor Logan,	9	St. John.
16	Mary Upham,	19	Kings County.
17	Elizabeth McLaughlin,	10	Vanceboro.
18	Lillie Whelpley,	15	St. John.
19	Mary Jane Estey,	11	Jacksontown.
20	Mary Hailey,	6	Charlotte County.

Our number might easily be increased had we the necessary accommodation for their reception. It is considered advisable, however, from sanitary reasons, to limit the number of pupils to what the house can fairly accommodate, each pupil being provided with a separate bed as far as the space at our disposal will allow.

A WORD TO PARENTS.

Appended to this report will be found a balance sheet showing the receipts and school expenditure. It will be noticed from one item among the receipts that the total amount received from the parents of our pupils for the past year only amounted to \$141, and while it is perhaps difficult for some to do more than clothe their children comfortably, it should be remembered that if they were at home something more would have to be done. The institution not only provides instruction but board, lodging, washing, lesson books, stationery and incessant daily care in addition to the best medical attention.

Thoughtful parents who value the training and advantages which the institution confers upon their loved little ones should cheerfully endeavour to sustain its operations as far as it lies in their power.

INCREASED SUBSCRIPTIONS.

It is pleasant to report an increase in our general subscription list from \$1050 in our last report to \$1437.88. This is a step in the right direction and is exceedingly gratifying from the fact that the unmanly attempts which were made by a worthless and unprincipled fellow to injure the reputation of the institution and thus destroy its usefulness last summer, have proved entirely abortive.

No stronger or more convincing testimony need be adduced as to the confidence in which the institution is held throughout these Provinces. Seven hundred copies of our last Annual Report were sent through New Brunswick, Prince Edward Island, Maine, Montreal and Quebec, to test the injury which his venomous and shameless assertions might have caused to our reputation.

The answer is most complete. Instead of there being a falling off on our subscription list, as might have been the case, there has been a general increase in the receipts from Charlottetown, Montreal, Quebec, Bangor, Augusta, Waterville, Portland and other cities of Maine, and Campbellton and Dalhousie have sent in their quota for the first time this year. This fact is conclusive, and so far from the confidence which has hitherto been felt in the work being impaired by the unpleasant ordeal through which we have passed, our hands have been strengthened by the expression of sympathy and good will which have greeted us on all sides; and at no period of the institution's history has it stood higher in the estimation of the public than it does at the present day.

EDUCATIONAL.

Our general plan of work has been similar to that of last year. We have endeavored to lay a good ground-work in the use of language by getting our pupils to correct their own lessons, to ask questions of their teachers at full length and to prohibit signs as much as possible when carrying on a conversation with each other.

More interest has been taken in reading and we have been able to place a number of useful illustrated books in their sitting-room with newspapers for the advanced pupils.

All children need occupation and amusement especially is this the case with those whose minds are to some extent dormant and require developing.

Friends who have simple illustrated books suited to the capacity of the little ones might help us considerably in this direction.

IMPROVEMENTS.

We have secured the services of an industrious and reliable man to look after the cattle and farm. Much of the work which previously fell to the boys has been undertaken by him.

IMPRESSIONS OF THE DEAF AND DUMB.

Sometimes erroneous ideas prevail regarding the class for whom such institutions as ours are provided.

The deaf are not, as regards desires, passions, disposition, etc., very different from those who can hear. Self-willed, uneducated deaf mutes often give way to fits of passion but this usually proceeds from the lack of education, which acts as a strong restraining influence upon those who are habitually addicted to these bursts of temper.

In cases, however, where a child has been petted for years and given everything he cried for by his loving but too indulgent parents, it must be admitted that a large amount of education will be required to eradicate that feeling of self which predominates at times and makes itself so painfully visible when thwarted.

These unpleasant instances proceeding from the mistaken kindness of parents to their children in infancy have caused many to look upon the deaf and dumb as a class of people who put no restraint upon themselves, are exceedingly violent, become mad at times and say the most insulting things at a moment's notice. This may be the reason why intelligent and otherwise kindly disposed people apply an epithet when speaking

of the deaf, which links them with "the dumb brutes," and perpetuates in the minds of all who have the degrading appellation a poor and unjust estimate of a class of our fellow creatures who are more sinned against than sinning. In one of our cities not far from Fredericton, you may hear the expression applied almost daily to a person unfortunate in his birth, unfortunate in his education, and unfortunate in his choice of a business, "there goes the dummy."

It may be a thoughtless act and not meant unkindly, but the effect is not only to detract from their own self respect and self reliance but to lower them in the eyes of those who would be willing otherwise to give them employment.

It is pleasant to observe on the other hand the vast influence of education in reclaiming thousands from a life of degradation which ignorance entails, and enabling them to fill worthily honorable positions in the society of their fellow men. We have deaf mute clerks, engravers, compositors, agents, artists, teachers, barristers, and even ordained ministers of religion. In the rank and file are numbered shoemakers, carpenters, printers, painters, saddlers, hatters, tailors, moulders, blacksmiths, bookbinders, agricultural laborers, etc. A lower grade, perhaps, but earning an honest livelihood by the sweat of their brow, and doing their duty nobly in that state of life to which they have been called.

Is it not then a fact that the deaf and dumb are not different beings from the rest of mankind. Their lack of hearing undoubtedly cripples them, but they have an acute sense of sight and observation and are good physiognomists. Hence originated the language of signs by the Abbe d'Alapée, now in almost universal use to a greater or less extent in all centres of education for their benefit.

Upwards of sixty institutions have been established on this continent alone, which accommodate about 8,000 children, and it is a noteworthy fact that 26,000 deaf mutes have received instruction therein during the past seventy years.

While thousands of busy hands and busy minds are endeavoring to raise them in the social scale ridicule would fall harmless, were it remembered that their condition is anything but a bed of roses when endowed with all that science and education can do and that neither the sign language, lip reading nor any other system can restore the blessed faculty of hearing and place them on an equality with their fortunate brethren.

GOVERNMENT AID.

In appealing for increased aid from the Legislature of our Province I would call attention to the following facts regarding that class of humanity for whom we are laboring and the institution which has been established for their benefit:—

The Fredericton institution for the education of the deaf and dumb is not a sanitarium for the relief of deafness nor an asylum for the retreat of aged and infirm deaf mutes. Its character is distinctively and exclusively educational and has been established to secure an education for those children whom deafness precludes from participating in the advantages of the ordinary schools which are so liberally provided for the training of hearing and speaking children throughout the length and breadth of our Province.

The course of study comprises the common branches taught by trained teachers by methods which for years have been successfully used by similar schools in the Old Country and on this continent.

The sign language, which is the natural language of all deaf mutes, is used as a

means of instruction and may be discarded afterwards. The deaf, however, cling to it long after their education is completed on account of its convenience, it being the medium by which thought can be most readily interchanged. It is invaluable as a stimulus of the dormant faculties, gives free and unlimited power in the expression of ideas and is such a ready means of conveying information, of joining in social intercourse and in the discussion of the burning questions of the hour, that as long as the deaf exist, it will remain a substitute for vocal speech and a monument to its inventor.

While this is the case, however, we would desire to keep abreast of the times. The deaf mute world has been excited during the past few years over the "Oral method of educating the deaf." It is not, as some suppose, "a new departure," but is in fact the oldest of the two methods, being known as the German system.

The advocates of this system claim that it enables the deaf and dumb to use and understand speech, restores them to the society of their friends, improves their health and enables them to participate in the religious instruction at public places of worship. If these claims could be fully substantiated, and all our deaf mutes taught to speak and understand the speech of others, the system would be hailed with joy and be a source of congratulation to every teacher throughout the land.

The fact is that while a few selected pupils would undoubtedly benefit by this method of teaching, and could be brought forward by its exponents as striking instances of its success, the great mass of the deaf and dumb would remain in far greater ignorance by its general adoption.

By the medium of signs the minority who show any aptitude for it should have the chance given them of acquiring speech. I would, therefore, ask for an increased grant, that the services of an additional trained teacher may be secured to take charge of those pupils who may derive benefit from a course of articulation and lip reading.

I would also respectfully remind the members of our Legislature of the need existing for the erection of a building more adapted to the purposes of our institution than our present premises. The space at our disposal will not admit of our taking in many pupils. It would also be most desirable to supplement the general educational work of the institute by an industrial department, where technical instruction could be given in some trades, such as printing, carpentry or shoemaking. Even a limited acquaintance with these trades would make it very much easier for our pupils to secure employment when they leave school. It is quite possible that a shoemaker's shop would also be self-supporting.

The foundations of the old building remain intact, the location is unsurpassed, and the expenditure of a few thousand dollars would provide a building which would meet the requirements of the province for some years to come. The adoption of this suggestion could scarcely meet with opposition, and at the same time would confer a most invaluable boon upon all our children of silence.

ALBERT FRED'K WOODBRIDGE,

Superintendent.

1886.

DEAF AND DUMB INSTITUTION—HALIFAX.

81

Balance Sheet—1886.**RECEIPTS.**

By Government Grant.....	\$1,500 00
“ Collections, Subscriptions, etc.....	1,437 88
“ Payments by Parents.....	141 00
	<u>\$3,078 88</u>

EXPENDITURE.

To Household Expenses.....	\$1,016 13
“ Salary and Wages.....	1,023 85
“ Travelling Expenses and Commission.....	334 66
“ Furniture and Repairs.....	214 52
“ Dry Goods, Clothing, etc.....	175 28
“ Feed for Cattle, etc.....	147 47
“ Printing Reports, etc.....	66 42
“ Insurance on Buildings and Furniture	52 00
“ Fuel.....	28 00
	<u>\$3,057 83</u>
Balance on hand.....	21 05
	<u><u>\$3,078 88</u></u>

Institution for the Deaf and Dumb, Halifax, Nova Scotia.

January 17th, 1887.

WILLIAM CROCKET, Esq.,
 Chief Supt. of Education,
 Province of New Brunswick. }

DEAR SIR:—In compliance with your request I beg to submit the following report
 of this Institution for the past year:—

ATTENDANCE.

During the year 1886 there were seventy-eight pupils in attendance, 43 boys and 35 girls; of these 48 belonged to Nova Scotia, 16 to New Brunswick, 8 to Prince Edward Island, and 6 to Newfoundland.

NEW BRUNSWICK PUPILS.

The names and residences of the sixteen New Brunswick pupils (11 boys and 5 girls) are as follows:—

Charles W. Thumith.....St. John City.
 Sumner L. Jones.....St. John City.
 James Ganey.....Carleton, St. John, N. B.
 John B. Trenholm.....Port Elgin, Westmorland Co.
 Maurice S. Blake.....Curryville, Albert Co.

Elderkin Allen.....	Shemogue, Westmorland Co.
Melbourne D'Orsay.....	Memramcook, Westmorland Co.
Eddie McDonald.....	Chatham, Northumberland Co.
Fred. W. Treen.....	Baie Verte, Westmorland Co.
Annie E. Crozier.....	Petersville, Queens Co.
Annie Vaughan.....	Portland, St. John Co.
Phemie Trenholm.....	Port Elgin, Westmorland Co.
Lillian Trenholm.....	Port Elgin, Westmorland Co.
Annie Marsh.....	Bass River, Kent Co.
Collingwood Winton.....	Jacquet River, Restigouche Co.
Henry Robinson.....	Hillsboro, Albert Co.

Of the above, thirteen are at present under instruction in the institution.

AMOUNT RECEIVED FOR SUPPORT.

Five out of the sixteen New Brunswick pupils for 1886 paid an average of \$19 for board and education, while the rest paid nothing at all. Including the grant of \$500 from the New Brunswick Government the whole amount received for the support of New Brunswick pupils in this institution during the year, was only \$595, or an average of \$37.18 $\frac{1}{4}$ per head, being barely one-fourth of their actual cost. For the same number of Nova Scotia pupils we received from this province the sum of \$1,920, or at the rate of \$120 for each, the amount provided by law for the education of our own deaf mutes. In my report to you last year I called attention to this unsatisfactory state of matters, pointing out the large indebtedness of New Brunswick to the Halifax Institution for arrears extending over many years, and I regret to say that no improvement has since taken place.

INCOME AND EXPENDITURE.

The income for the year 1886 from all sources was \$9,801.13, and the expenditure \$11,290.52, showing a balance to debit of nearly \$1,500, a deficit solely due to extensive alterations and additions to the premises during the year. Much of this expenditure might have been avoided, but for the presence of New Brunswick pupils in the institution, and no deficiency would have occurred had New Brunswick been mindful of her obligations to an institution which has for thirty years endeavored to serve her deaf mutes, and that too at no little pecuniary sacrifice.

Respectfully submitted,

J. SCOTT HUTTON, M. A.,

Principal.

Halifax School for the Blind.

SCHOOL RECORD.

Number of school days in the term, 240. Possible number of marks to be obtained in the Literary or Musical department, or for deportment, 1,000.

NAMES OF PUPILS.		Attendance.	School.	Music.
<i>Senior Division.</i>				
1	Minnie Corbin, Chester, N. S.	218	737	811
2	Maggie Duke, Richibucto, N. B.	240	...	964
3	Mary Elwood, Halifax, N. S.	240	864	894
4	Maggie Newcombe, Shoal Bay, N. S.	240	808	890
5	Isabel Staten, Foreston, N. B.	238	851	913
6	James Butler, Barrington, N. S.	240	868	873
7	Willie Collins, St. John, N. B.	240	856	919
8	Martin Fletcher, DeBert, N. S.	150	523	541
9	Stephen Harivel, Stellarton, N. S.	150	495	497
10	Murdoch Morrison, Stellarton, N. S.	240	832	615
11	John Rafuse, Chester, N. S.	238	854	...
12	Ainsie Shaw, Musquodoboit, N. S.	240	1000	...
13	George Teakston, Halifax, N. S.	216	854	813
14	Montague Warren, Montague Bridge, P. E. I.	240	841	957
<i>Junior Division.</i>				
15	Bertha Hall, Lawrencetown, N. S.	240	879	867
16	Agnes Valley, Chatham, N. B.	240	872	786
17	Phæbe Armstrong, Hants Co., N. S.	240	644	640
18	Alice Gammon, Tor Bay, N. S.	177	637	611
19	Harriet Smith, Walton, N. S.	238	677	566
20	John Dunn, Cumberland Co.	240	790	211
21	John Hawbolt, Marie Joseph, N. S.	240	797	780
22	Clifford Williston, Newcastle, N. B.	239	819	800

(Signed)

C. F. FRASER,
Superintendent.

Pupils Entered and Prizes Awarded During Year.

PUPILS ENTERED DURING THE YEAR.

Frederick Horton, Musquodoboit, N. S.

ADULT WORKMEN.

Thomas Crowell, Horton Landing, Kings Co., N. S.

Thomas McGuire, City of Halifax.

E. Corbett, Musquodoboit, N. S.

GRADUATED OR REMAINED AT HOME.

A. Shaw, Musquodoboit, N. S.
 John Hawbolt, Marie Joseph, Guysboro' Co., N. S.
 Margaret Duke, Richibucto, N. B.

PRIZES.

LITERARY DEPARTMENT.

Senior Division.

1st Prize—Anslie Shaw, Musquodoboit, N. S.
2nd Prize—James Butler, Barrington, N. S.

Junior Division.

1st Prize—Bertha Hall, Lawrencetown, Annapolis Co., N. S.
2nd Prize—Agnes Valley, Chatham, N. B.

MUSICAL DEPARTMENT.

1st Prize—Margaret Duke, Richibucto, N. B.
2nd Prize—Montague Warren, Montague Bridge, P. E. I.

BOYS WORK DEPARTMENT.

Divided Prize—John Rafuse, Chester, N. S., and Frederick Horton, Musquodoboit, N. S.

Halifax School for the Blind in account with E. D. Meynell, Treasurer.

DR.

1886.

Dec. 11.	To paid house expenses, including salaries to Steward,	
	Matron and Servants.....	\$2,722 02
	" Salaries to Superintendent and Teachers.....	1,300 00
	" Repairs to Building.....	441 97
	" Grounds.....	27 23
	" Printing, Stationary and Postage.....	56 91
	" Instruction in Singing and Musical Instruments...	214 28
	" Prizes.....	18 00
	" Sundries.....	123 93
	" Materials for manufacture in workshop.....	188 28
	" Board of adult pupils.....	282 50
	" Halifax Banking Co. and Bank Nova Scotia, on temporary deposit.....	752 18
	" Invested on mortgage.....	2,000 00
	" Balance.....	32 22
		<hr/> \$8,159 22.

CR.

1885.

Dec. 12. By Balance..... \$1 05

1886.

Dec. 11. " Interest and Dividends.....	1,516 96	
" Manufactures sold.....	86 97	
" Donations.....	297 85	
" Grants—P. E. Island Government.....	\$200 00	
" " New Brunswick Government...	720 00	
" " Nova Scotia—Counties and Gov-		
ernment.....	2,592 00	
		3,512 00
" Legacies—late H. Hesslein.....	\$100 00	
" " " J. B. Smith.....	100 00	
" " " A. Shiels.....	552 18	
" " " Jas. J. Merkel.....	50 00	
		802 18
" Deposits in sundry banks, withdrawn for permanent		
investment.....	1,948 84	
" Cash overdrawn to pay bills, and refunded.....	3 67	
		\$8,159 52
" Balance as per bank book.....	\$32 22	

Examined and found correct.

[E. & O. E.]

E. D. MEYNELL,

Treasurer.

GEO. THOMSON, }
 GEO. MITCHELL, } *Auditors.*

Memoranda.

DR.

To actual expenditures of school for 1886.....	\$5,375 12
" Items belonging to Investment Account.....	2,752 18
" Balance carried forward.....	32 22
Total.....	\$8,159 52

CR.

By Balance from year 1885.....	\$1 05
" Grants, Interests, Dividends, Donations and Sales.....	5,417 45
" Items belonging to Investment Account.....	2,741 02
Total.....	\$8,159 52





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